REPORT

ON

EDUCATION

IN THE

CENTRAL PROVINCES

FOR

THE YEAR 1891-92.

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VII

BY ORDER OF THE LIEUTENANT GOVERNOR OF BENGAL * FORWARDED

No. 6691.

Extract from the Proceedings of the Chief Commissioner, Central Provinces, in the General Department,—dated Pachmarhi, the 28th September 1892.

READ—Letter from the Inspector-General of Education, No. D-2407, dated the 11th July 1892, being a Report on the state and progress of Education in the Central Provinces for the year 1891-92.

READ ALSO—The District Reports.

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RESOLUTION.

The distinctive note of the administrative action taken with regard to Education during the year 1891-92 was the encouragement and development of Primary Education. A sum of Rs. 25,000 was allotted from Provincial funds for expenditure on the establishment of new Primary Schools on the results and combined systems. The necessity for more frequent inspections of existing Primary Schools and for more persistent efforts to discover and encourage indigenous schools received practical recognition in the initiation of proposals—which have, since the close of the year, been submitted for the approval of the Government of India—for strengthening the Inspecting agency. Primary Education was further stimulated and improved by the introduction of a new Upper Primary Examination, success in which will be accepted as a test of fitness for minor appointments in the Public Service, and by prolonging the Vernacular Course from 3 to 4 years. An account of the new system of conducting this examination and of the success which attended its introduction is given on pages 38 and 39 of the Report. The fees in the Primary Departments of Middle Schools were reduced to the level of the fees in Primary Schools generally. The desirability of making Primary Education more popular with the agricultural classes, by shortening the hours of study and simplifying the curriculum, was also under consideration, and proposals with this object in view are shortly to be placed before the Chief Commissioner. As the introduction of Manual training as a compulsory subject had not proved popular, and its enforcement threatened to reduce the attendance at Primary and Middle Schools, the propriety of transferring the subject to the optional side was enquired into and discussed, with the result that this course has been adopted since the close of the year. The Chief Commissioner during his cold weather tour paid special attention to the subject of Manual training, and he has no doubt that at present it should not be a compulsory subject of instruction. Education in the Central Provinces is as yet exceedingly backward, as will appear from the statistics to be presently referred to. There are no masters competent to teach the subject of hand and eye training intelligibly. It is not well to force the wishes of the people unnecessarily, or to take up the time of youths who want to learn the three 'R.s' with matters of less immediate importance to them. In time matters will improve; and then hand and eye training may be made to take a more prominent position in the curriculum than it now deserves. Drawing is everywhere popular; and the teaching is improving. The want of appropriate drawing-cards attracted the Chief Commissioner's notice during the camping season, and the defect has been to some extent remedied. The desirability, however, of providing students with Oriental

patterns of the best kind should not be lost sight of. The Chief Commissioner understands that a technical art series of such patterns is now being issued from the Surveyor-General's office at Calcutta, and that the excellent illustrations of the *Journal of Indian Art* can be reproduced and made available as models. The Inspector-General should take this matter up and do his best to make the popular predilection for drawing an instrument for the cultivation of a higher standard of taste.

2. The improvement of the quality of Secondary education and the development of practical ends for higher education generally, were secured by raising the standard of the Middle School Examination, by offering more Scholarships for Engineering, Medicine and other technical subjects (while reducing the number reserved for Arts), and by framing rules for appointments to, and promotions in, the Public Service which secure preference to candidates who have passed certain educational tests. At the same time, the period of training of teachers for Colleges and Secondary schools was extended from 6 months to 1 year.

3. While it is satisfactory to be able to record progress made in the two directions of extending elementary education and of improving its quality, the Chief Commissioner recognises that there is still a great deal to be done before Primary education in these Provinces can be considered to be in a satisfactory state. The table given in paragraph 6 of the Report shows that only 6·03 per cent. of the children of school-going age in the Provinces are under instruction in schools. In some districts the percentage is even less. This is a most unsatisfactory state of things, and the intelligence and energies of the officers of the Educational Department must now be applied to removing the reproach which these figures imply. While the Chief Commissioner will be glad to see an increase in the number of our Graduates, and is prepared to deal liberally with all private enterprise or effort to encourage and improve Secondary and Collegiate education, he nevertheless considers that the success of the Education Department in these Provinces for the next few years will be principally gauged by the progress it makes in increasing the number of village schools, and in raising the number of children attending schools of that class.

4. Turning now to the statistics of the Report, it is to be noted that during the year 1891-92, schools increased from 1,845 to 1,908, or by 63, and scholars from 111,498 to 114,157, or by 2,659. The number of High Schools has increased by 2, Middle Schools are fewer by 6, and Vernacular Primary Schools have increased by 63. The increase in pupils occurred in the Primary Schools, the number of students at Middle Schools having decreased by 231. The majority (36) of the new Primary Schools were opened in the Feudatory States of the Chhattisgarh Division. The average attendance increased from 74,381 to 76,557. The fee receipts show a large rise, owing to the operation of the new scale of fees referred to in last year's Resolution: the total for the year under review being Rs. 95,969, as compared with Rs. 79,344 in 1890-91. It is noticeable that while fee receipts have increased by over 48 per cent. since 1887-88, the cost to Government of educating each pupil was Rs. 3-6-7 in 1891-92, as compared with Rs. 3-6-5 in the former year. The explanation seems to be that education in the Engineering Class, Nagpur, is (as shown in paragraph 13 of the Report) an expensive item, which did not occur in the accounts of the Department five years ago. The small increase in the number

of schools (·8 per cent.) and scholars (·5 per cent.) in the last five years illustrates the need which exists for strengthening the Educational Staff, and vigorously pushing primary instruction among the masses of the people. But even this vigorous policy will not command a speedy success unless the Deputy Commissioners of districts interest themselves in the spread of education. If they do, their native subordinates will take the cue, and schools will grow and flourish.

5. The total expenditure on Education in the year under report was Rs. 8,63,900, as compared with Rs. 8,80,426 in the previous year. The main decrease was under the head of Buildings, on which Rs. 79,552 were spent last year, as against Rs. 36,580 in the year under review. Of the expenditure, 44·6 per cent was met from Provincial funds. In 1890-91 the percentage met from Provincial funds was smaller (41·5 per cent). The increase appears to be due partly to a larger expenditure on Training Schools, and partly to increased purchases of books for the Book Depôt—compensated to some extent by larger receipts from sales.

6. In paragraphs 25 to 43 of the Report an account is given of the work of District Councils, Local Boards and School Committees in controlling and encouraging education. It is disappointing to find that in a majority of districts the interest taken by Local Boards in education is weak and inefficient. Result-aided schools have, in particular, been neglected. On the other hand, the work of School Committees—that is, of the local residents to whose immediate charge a particular school is committed—has been, on the whole, satisfactory, and this circumstance not only encourages hopes of the ultimate success of primary education, but also indicates the way to attain it. It is a noteworthy fact that, although the Maratha Brahmins of the Central Provinces have profited greatly by the instruction imparted in Government Schools and Colleges, and hold a large number of important posts in the Government Service, the Marathi districts of the Nagpur Division are the worst reported of in connection with the supervision of Primary education by Local Board and School Committees. Education, to a large majority of Local Board members, is still a matter of F. A. and B. A. passes, with Government appointments, pay and pension in the background; and those who cannot afford to prosecute their studies to this consummation may, it is argued, as well stay at home or go to work in the fields. It is plain that Local Boards will, for the present, do little of themselves to promote Primary education, and that the burden of this necessary public duty will fall mainly on the shoulders of the new Assistant Inspectors and Deputy Inspectors—acting under the orders of District Officers as well as of their Departmental superiors, and working through School Committees of villagers, who benefit by the schools established in their midst.

7. The results of the various examinations for which students from the Central Provinces appeared are given in paragraph 17 of the Report. The B. A. and F. A. passes increased from 15 to 19 and from 39 to 59 respectively: but the Matriculation passes have declined from 103 to 99. Owing to the raising of the standard of the examination, and to the fact that a considerable number of boys were expelled for copying the papers of other examinees, the number of passes in the Middle School Examination declined from 544 to 395. Upper Primary passes rose from 7,202 to 7,378, while Lower Primary passes

declined from 9,917 to 9,696. In the Bombay School of Art, 78 candidates were successful out of 427 examinees. This is the largest number of School of Art passes since 1886-87. No degrees were taken in Surgery or Engineering; and the Scholarship Rules have, as already stated, been modified with a view to correct the undue preference for purely literary or legal knowledge.

8. Details of the working of the 3 Colleges are given in paragraphs 44 to 47 of the Report. The number of students on the rolls has risen from 212 to 232, and the average attendance from 172 to 188. The fee receipts under the new rules aggregated Rs. 4,638, as compared with Rs. 3,722—representing an increase of over 24 per cent. The increase would have been greater had the Morris College adopted the new rates. Its omission to do so should be made the subject of a separate reference. Physical training now receives due attention in the Government College at Jubbulpore; and discipline and manners—which were conspicuously defective when the Chief Commissioner visited the College in January—have, since then, been raised to a better standard. The continued neglect of physical training in the Aided Colleges at Nagpur, notwithstanding the remarks recorded on the subject in last year's Resolution, is a matter calling for early orders, which will be passed as soon as the facts are formally reported by the Inspector-General.

9. The increase of 2 in the number of High Schools is due to the raising of the standard of the Hoshangabad, Hitkarni Sabha and Anjuman Islamia Middle Schools to the High School status; one High School, *viz.*, the unaided High School, Nagpur, having been closed during the year. The number of High School students has increased from 618 to 660. The establishment of the new School Final examination in connection with the Allahabad University will, it is hoped, tend to give a more modern and practical turn to the studies in our High Schools, if the scheme can be introduced into these Provinces. A smaller number of students (284 against 316) presented themselves for the Matriculation Examination than in the preceding year, but the number of passes (99) fell short by four only of the preceding year's total. The great want of our High Schools is the provision of accommodation for boarders who come from a distance and have no friends living near the school. Representations have been made to the Chief Commissioner as to the risk of contracting bad habits which such young men run; and it is within his knowledge that the fear of this risk has in some cases deterred parents from sending their sons to a High School in a distant town. Certainly the danger is a real one, and Mr. MacDonnell would therefore be very glad if the case of each High School which has not as yet a Boarding-house attached to it, or at which the Boarding-house accommodation is insufficient, be taken up separately, and efforts made, with the assistance of the District Officers, to raise subscriptions for the object in view. When the results are reported, the Chief Commissioner will see what he can do to supplement private generosity in this direction. The provision of Hostels or Boarding-houses was urged on the attention of the public by the Government of India in its Resolution of the 17th August 1889 on the subject of moral training and discipline in Schools and Colleges.

The decrease of 7 in the number of Vernacular Middle Schools (accompanied by an increase of 1 in the number of Anglo-Vernacular Middle Schools) is not explained in the Report, nor is it stated in what Circle or District the decrease occurred. The operation of the new Fee Code may account for the

decline of 341 in the number of Middle School pupils, but it is scarcely to be supposed that it led to the closing of 6 schools. All the important Middle Schools have now been provided with physical science apparatus, mainly through private liberality. Most of the Masters in Middle Schools have been put through a course of instruction in physical science. All Middle Schools are now provided with certificated Drawing-masters. Physical training continues to receive due attention: and as regards discipline, the new system of conduct books (paragraph 4 of the Report) should have a salutary effect. The Chief Commissioner is not so satisfied with the efforts made to convey moral lessons: but the Readers in use afford an opportunity for instruction and illustration in this direction. It would be well, it may be remarked, if the illustrations given by the Masters appealed more to modern Indian examples, which the pupils can appreciate, than to Western European examples, which do not come so closely home to their intelligence. Of 930 pupils who presented themselves for the Middle School Examination, only 395, or a little over one-third, passed. This result is partly due to the raising of the standard for a pass in language subjects from 33 per cent. to 40 per cent. of the maximum marks. The standard was also slightly raised in other subjects. The raising of the standard was considered necessary, as experience showed that the students who passed the examination under the old rules were not properly prepared to enter upon the two years' course leading up to the Matriculation Examination.

10. The increase in the number of Primary Schools from 1,430 to 1,493 is satisfactory so far as it goes, but the increase is mainly confined, it would appear, to the Eastern Circle. A defect, it may be remarked, in the Report (which it shares with its predecessors) is that the information given as to schools and scholars is not sufficiently localised, and the emulation between Circle and Circle which might spring from a comparison of the school totals of each, is thereby sacrificed. In future, a Table should be appended to the Report giving the names, number of scholars and passes obtained by each High School and Middle School in the Province, the District and Circle to which each belongs being indicated. Another Table should give, for each district, the number of Primary Schools (Departmental, Board and Result-aided) with the number of scholars and the number of Primary Examination passes obtained. New schools should be distinguished by italics, and schools that have been closed should be referred to in a foot-note.

11. Reference has already been made to the new scheme of the Upper Primary Examination. It may here be added that under that scheme students are not allowed to commence the study of English till they have mastered the elements of their own vernacular—that is to say, until they have passed the Upper Primary Examination from the 4th Vernacular class. Thus the Vernacular course has been extended from three to four years, and the study of English is commenced at a more advanced age, when the scholars are better prepared to grapple with its difficulties. The number of Upper Primary passes in the year under report was 7,378, as compared with 7,202 in the previous year. With regard to the management of Primary Schools generally in the Province a satisfactory account is given, though it is admitted that competent teachers are still fewer than they ought to be. District Council Schools are ordinarily well-housed and well-managed, and provided with play-grounds and gymnasia. Drill and gymnastics are regularly practised. What is wanted is rather an improvement in quantity than in quality. The Chief Commissioner has lost

no opportunity of impressing upon Municipal Committees and District Councils their duties in respect to the extension and development of Primary education, and it is unnecessary to repeat here what has been written above as to the steps taken by the Administration to promote the attainment of the same object. The suggestions made by the Inspector-General of Education in the 61st paragraph of the Report, regarding the attachment of training classes to good Vernacular schools, should be made the subject of a special reference.

12. At the Normal Schools, 153 students obtained certificates, as compared with 138 in the previous year. Certificates were obtained by 25 students in the class for Secondary School Teachers at Nagpur. All the Normal Schools, except that at Sambalpur, show an advance upon the results for 1890-91; but still the Chief Commissioner, after personal inspection, is not altogether satisfied with the efficiency of the staff employed in the Jubbulpore Male Normal School, nor with the opportunities for practice available to the Female School in the same place.

13. At the final examination of the Engineering Class, Nagpur, five out of nine candidates passed and obtained certificates as Sub-Overseers. The five successful candidates were appointed as Sub-Overseers in the Public Works Department. Notwithstanding the fact that there is a demand for men trained in Engineering, and that successful students readily obtain employment, difficulty is experienced in obtaining suitable candidates, owing to the superior attractions of the Arts course, with its ulterior possibilities in the way of appointments in the Judicial Department. It is worth considering whether this difficulty is in any measure due to the location of the class at Nagpur, among a Maratha population with a tendency (in the present day) to sedentary habits; and whether matters would improve if the class were removed to Jubbulpore, or if a second Engineering Class were opened in the latter town. In this connection it is also worth enquiry whether the Morris College, Nagpur, would be disposed to enlarge its curriculum so as to include Engineering; in which case the Nagpur Engineering Class might be closed and a subsidy given instead to the Morris College. In like manner, the possibility of adding an Engineering Department to the Government College at Jubbulpore might be considered by the Inspector-General of Education, in communication with the Superintending Engineer.

In the annual examination of the students attending the Agricultural Class at Nagpur, 10 out of 13 were successful and were awarded certificates. The number on the rolls at the end of the year was 22, of whom 16 are Brahmins. A preferential claim to certain classes of appointments in the Revenue and Settlement Departments is allowed to passed students of the class, while they are eligible for certain other posts in the Forest Department and in the general clerical establishments. The class is so far successful and useful; but apart from the inducements indicated above, it may be doubted whether it would flourish in the existing circumstances of the Central Provinces.

The number of students at the Jubbulpore Law Class increased from 32 to 39: while at the Nagpur Class the number fell from 57 to 43. Five students from the latter class appeared for the B. L. Examination, of whom only one passed. The object with which most of the students attend these classes is to qualify for the Pleadership Examination, the Law in the Central Provinces, as in the older Provinces, offering, after Government service, the most attractive field of employment for educated youths.

14. The number of schools for girls has increased from 135 to 143, and scholars by 191 (and not 209, as stated in paragraph 75 of the Report). It would have been interesting to have particulars as to the districts in which the new schools were opened. The difficulty of obtaining an adequate supply of trained School-mistresses continues to be felt. The work of the various Zenana agencies is favourably reported on.

15. The number of schools for Europeans and Eurasians is 13. The average number of students on the rolls was 968, as against 961 in the previous year. The Loretto Convent School, Saugor, which was temporarily closed, again appears on the list. There were no Matriculation passes this year from any of the schools; but the number of Middle School passes rose from 19 to 40. The general standard of instruction has been maintained. The boarding accommodation is adequate, except in the St. Aloysius School, Jubbulpore, where, however, extensions are in progress.

16. The thanks of the Administration are due to the Societies and Gentlemen whose services in their official or in their private capacities are brought to notice by the Inspector-General in Section X of the Report. The Chief Commissioner desires to acknowledge the good work done by the three Inspectors of Schools, Mr. Thompson, Mr. Elliott and Mr. Mitchell.

ORDER.—Ordered, that a copy of this Resolution (with the usual number of spare copies) be submitted to the Government of India in the Home Department, and that a copy be forwarded to the Inspector-General of Education for information and guidance; also, that it be published in the Supplement to the *Central Provinces Gazette*, and that copies, bound with the Report, be distributed as usual.

[True Extract.]

L. K. LAURIE,
Offg. Secretary.

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FROM

A. MONRO, ESQ.,

INSPECTOR-GENERAL OF EDUCATION,

Central Provinces,

To

THE SECRETARY TO THE CHIEF COMMISSIONER,

Central Provinces.

Dated Nagpur, the 11th July 1892.

SIR,

I have the honour to submit the annual Report on the state and progress of Education in the Central Provinces for the year 1891-92.

SECTION I.—GENERAL AND STATISTICAL SUMMARY.

Number of schools and scholars.

2. The figures are, on the whole, favourable. From the subjoined table it will be seen that schools have increased from 1,845 to 1,908, or by 63; and scholars from 111,498 to 114,157, or by 2,659. The Returns do not include the figures of 60 schools containing 2,296 pupils in certain Feudatory States, which are not under regular inspection. Colleges remain the same, but there has been a slight increase in pupils. The number of High schools has increased by 2, and the number enrolled by 42. Anglo-Vernacular Middle schools have increased in number by 1, but exhibit a decrease of 231 pupils. The causes of this are explained in paragraph 61 below. The cause of the decline in the primary Departments of English Middle schools is also explained in the same paragraph. In Vernacular Primary schools, there has been an increase of 61 in schools, and 3,409 in pupils. The decrease in the number of Special schools is due to the closure of certain Carpentry classes. Vernacular Secondary schools for females exhibit an increase of 1 school and 43 pupils. Under Vernacular Primary schools for females, there has been an increase of 5 schools and 65 pupils:—

Class of Institution.			1890-91.			1891-92.		
			Institutions.	Pupils.	Average number of pupils per school.	Institutions	Pupils.	Average number of pupils per school.
Colleges ...			3	212	71	3	232	77
Secondary...	High schools		10	618	62	12	660	55
	Middle schools	English ...	65	4,570	70	66	4,339	66
		Vernacular...	178	18,686	105	171	18,576	109
Primary ...	Primary English	...	68	2,801	41	70	2,198	31
	Upper and Lower Primary Vernacular	...	1,362	78,076	57	1,423	81,485	57
Special ...	English and Vernacular schools for males	...	24	736	30	20	677	34
	Vernacular schools for females ...	...	1	19	19	1	19	19
Female ...	Secondary schools ...	English ...	5	105	21	5	102	20
		Vernacular. .	2	133	66	3	176	59
	Primary schools.	English ...	6	368	61	8	454	57
		Vernacular...	121	5,174	43	126	5,239	42
TOTAL PUBLIC INSTITUTIONS ...			1,845	111,498	60	1,908	114,157	60

Statistics for the past five years.

3. The statistics for the last 5 years are given in the following table :—

	1887-88.	1888-89	1889-90	1890-91	1891-92.
Number of schools	1,892	1,824	1,830	1,845	1,908
Number of pupils ..	108,672	107,357	108,200	111,498	114,157
Average attendance	74,930	76,013	72,330	74,381	76,557
	Rs	Rs	Rs.	Rs.	Rs.
Fee receipts in all schools ...	64,589	66,160	74,400	79,344	95,969
	Rs. a. p.	Rs. a. p.	Rs. a. p	Rs. a. p.	Rs. a. p.
Cost per pupil to Government ...	3 6 5	3 4 10	3 5 3	3 6 1	3 6 7

Since the year 1887-88 schools have increased by ·8 per cent, scholars by ·5 per cent, and fee receipts by over 18 per cent. The cost to Government of educating each pupil shows little variation.

Feature of the year's operations

4. The year has been marked by no important administrative changes, but by a steady development of the policy of the previous year, *viz.*, the attempt to give education a more practical and useful turn by the encouragement of subjects of a technical character.

(1) As regards Manual training, the subject has not been found to be generally popular with the people, mainly because its aim and scope are misapprehended. It is erroneously supposed that manual training is technical education, and that we are forcing instruction in technical subjects, at the expense of subjects of general instruction. This is not the case! Manual training is not technical education in the proper sense of the term. Technical education means the training for a special art or industry, and should not be attempted until the student has been well grounded in general subjects. The aim of manual training is not to teach any special art or industry. It has been held that the arts and industries of this country are not sufficiently developed to justify the establishment of special training schools in the Mechanical Art. But though the time has not arrived for such instruction, there is no reason why the education in our ordinary schools should not be made of a more practical character, by so training our boys that they may be fit to learn trades when the development of the country has necessitated the learning of such. The object of our scheme of manual training is to give education this practical bent. It is not technical education, so much as practical training preliminary to technical education. Its aim is to cultivate the perceptive powers by actual seeing, hearing and feeling, to quicken the faculty of observation, to cultivate deftness of hand and a sense of harmony and proportion, to implant some rudimentary notions of construction and mechanical contrivance. Instead of making our boys the passive recipients of mere book knowledge, and of facts too often ill-digested, we endeavour by a few simple manual exercises so to train the faculties of the students, that when they leave school they may not be altogether ignorant of the use of tools, may be deft with their fingers, and may be able to draw a straight line; for manual training is simply an amplification of drawing.

Manual training is making considerable progress in England, especially in the schools of the London School Board. If it is considered necessary for English youths, who are taught to construct edifices of wooden bricks in childhood, and, later on, become the possessors of a box of tools, and whose faculties are developed by games of skill and activity, how much more necessary is it for our native youths of the middle classes who are taught to consider the handling of tools as beneath their diginity, and are never encouraged by their parents in those pastimes which play so important a part in the early development of an Englishman's mind and body! Mr. F. I. E. Spring of the Department Public Works, in his Memorandum on the Roorki College, remarks as follows:—"The proposal to kindergarten the whole of the schools in India may perhaps "be scouted as a wild and impracticable suggestion. But, I maintain that, "if there is one country more than another which has drifted into "such a condition that the only cure for the monumental unhandiness "of the middle class is to kindergarten the rising generation, that country "is India. Had we been wise enough to do this thirty or forty years "ago, we would not now have to deal with the discontent and disappointment of a large majority of the men who have availed themselves of "our Educational system. Any sort of manual training in our village "schools, even mud pies, if nothing else is available, is better than "none at all." It is this monumental unhandiness which manual training endeavours to counteract. The subject, however, as above stated, has been found to be unpopular with the people, and, we have experienced great difficulty in obtaining Masters capable of teaching it properly, more especially, as it is compulsory in the curriculum. It has accordingly been considered desirable to relegate it to the optional list. Drawing, which is intimately connected with manual training, has made good progress, and is popular with both parents and pupils. The process of supplying our schools with trained Masters has been steadily carried on, and the improvement in the instruction is attested by the results of the Bombay School of Art Examination. The aim of instruction in drawing has often been misunderstood. It has been ridiculed as an "elegant accomplishment" which could have no possible influence in fitting the youth of this country to take part in its industrial development. As a matter of fact, the aim of drawing is mainly identical with that of manual training. Mr. Spring writes—"I can say, as the result of experience, that a knowledge of drawing is one of the greatest wants of "Native, European and Eurasian artizans. In all our workshops all over "India, except perhaps in the large locomotive shops, where there is "skilled European supervision, there is, I venture to say, as much "material and labour wasted in five years, just through this lack of "knowledge of technical drawing, as would endow the Roorki Workshops in permanence."

(2) As regards physical science, the itinerant instructors have now finished their course of lectures at selected centres. The Masters of High and Anglo-Vernacular Middle schools and a fair number of Vernacular Middle schools are now competent to teach the subject. All the High schools and all the Middle schools of any importance

have been supplied with the necessary apparatus. Small sets of apparatus sufficient to illustrate simple experiments have been supplied at a cheap rate, to some Vernacular Middle schools.

(3) Instruction in object lessons has received attention. A book on the subject specially designed for native students will shortly be in the Press.

(4) The Engineering class has been successfully managed during the year. The final examination of the senior class was held at the end of April. Out of 9 candidates, 5 passed and received certificates as Sub-Overseers. All the successful candidates obtained employment in the Department Public Works.

(5) Regarding instruction in Agriculture, the new class for the training of school-masters in the elements of agriculture, adverted to in the last Annual Report, was opened during the year. The course is for 6 months. 63 students, in two batches of 33 and 30 respectively, attended the class during the year and passed the prescribed examination with satisfactory results. The object of the class is to train Primary School Masters in the proper method of teaching Fuller's Agricultural Primer, which is a compulsory subject in Primary Rural schools, and, thereby to diffuse amongst the ryots some knowledge of the principles of agriculture.

As regards discipline and moral training :—

(1) An important change was made in the rules for the training of teachers for Colleges and Secondary schools, by which the period of training was extended from 6 months to 1 year. This will admit of a more thorough study of the principles and practice of education prescribed in the curriculum.

(2) The monitorial system, which was extended, during the year to all the boarding-houses, has been successfully worked.

(3) A change has been introduced in the system of so-called "conduct cards." It was found that the flimsy cards on which the student's conduct and progress were recorded were often mislaid or lost. It has accordingly been decided to introduce a system of "conduct books," as being more durable and less liable to be lost.

(4) Physical training has received increased attention during the year. Contests in games were held at the different School Conferences, and at the various centres at which schools were grouped for the Upper Primary Examination.

The most important administrative change during the year was the introduction of the new Upper Primary scheme of examination. The objects of the examination, as reconstituted, are :—

(1) to regulate admission into the first English class of an Anglo-Vernacular school, and promotion into a Vernacular Middle school;

(2) to test the fitness of candidates for admission into the Public Service for minor appointments;

(3) to regulate the award of Middle School scholarships and certain prizes in Agriculture and Common Objects;

(4) generally to stimulate and improve Primary Education.

(1) The most radical change introduced by the scheme is the regulation of admission into the 1st English class of an Anglo-Vernacular school. Hitherto, students were admitted into that class from the third or lower Primary Vernacular class. They have now to pass through the 4th Vernacular course before commencing the study of English. The Vernacular course is thus prolonged from 3 to 4 years, and boys are better grounded in the Vernacular before attempting the study of English. The examination was held at different centres in each district, under Boards of Examiners composed partly of officials and partly of non-officials, such as members of Local Boards, leading Malguzars and others. Contests in games between school and school were held at each centre. The scheme has, I am glad to say, proved a great success. It is described in detail in paragraph 61 below.

(2) The new fee rules came into operation during the year. The result has been an increase of over 20 per cent. in the fee revenue.

(3) The Scholarship rules have been revised with reference to subjects of a technical character, *vide* Appendix A. The number of scholarships reserved for Arts has been reduced and more scholarships offered for Engineering, Medicine and other technical subjects.

(4) The rules regarding the Middle School Examination have been revised, the minimum qualifying for a pass in English being considerably raised, *vide* Appendix B.

(5) The transfer to Municipal management of schools within Municipal limits has been gradually carried out.

(6) A High School has been opened at Hoshangabad. The people of the district subscribed upwards of Rs. 25,000 for the erection of a new building for the school.

(7) The question of the strengthening of the Inspecting Agency has been taken up during the year. It was pointed out that the Circles of Inspectors of Schools were too large to be adequately supervised and that, in some districts, the number of schools had increased to such an extent as to be unmanageable by one Deputy Inspector! In the Chhattisgarh Division, the majority of the Native States are without any system of inspection at all. It has accordingly been decided to appoint 3 Assistant Inspectors on salaries ranging from Rs. 200 to Rs. 300, and 10 additional Deputy Inspectors, five of whom are intended for the Chhattisgarh Division alone.

(8) The backwardness of primary education has also engaged attention. It was observed that numbers of large villages in almost every district in the Province were not provided with schools. The Chief Commissioner has been pleased to allot a sum of Rs. 25,000 for the purpose of extending primary education. It is proposed to spend the money on the establishment of schools on the results and combined systems.

(9) The Education Manual is in the Press.

Increase and decrease of schools and scholars by districts.

5. The following table shows the increase and decrease of schools and scholars by circles and districts:—

	Districts.	Area in square miles.	Population	1890-91.		1891-92.		Increase.		Decrease.	
				Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils	Schools.	Pupils.
Northern Circle.	Jubbulpore ...	3,918	749,362	158	9,805	157	9,647	...	...	1	158
	Saugor ...	4,005	591,486	94	5,959	96	5,958	2	...	...	1
	Damoh ...	2,799	325,336	66	3,262	68	3,355	2	93	...	...
	Mandla ...	4,719	339,487	42	1,767	47	1,849	5	82	...	...
	Hoshangabad ...	4,437	528,103	99	5,363	102	5,608	3	245	...	...
	Makrai Feudatory State. ...	215	18,547	3	50	3	157	...	107	...	...
	Narsinghpur ...	1,916	366,391	96	6,062	92	5,974	...	...	4	88
	Nimar ...	3,340	253,49	92	4,534	89	4,200	...	...	3	334
Southern Circle.	Nagpur ...	3,786	756,911	20	12,394	207	12,303	4	...	...	91
	Chhindwara ...	3,915	407,632	37	2,181	35	2,239	..	58	2	...
	Seoni ...	3,247	370,832	50	2,564	51	2,663	1	99	...	...
	Betul ...	3,905	322,931	59	2,758	63	2,903	4	145	...	...
	Chanda ...	10,785	677,863	91	5,495	94	5,574	3	79	...	...
	Wardha ...	2,401	400,832	96	5,296	94	5,352	...	56	2	...
	Balaghat ...	3,146	383,993	49	2,597	50	2,765	1	168	...	...
	Bhandara ...	3,922	742,887	122	7,630	130	7,672	8	42	...	...
Eastern Circle.	Raipur ...	11,885	1,589,938	173	14,364	182	14,852	9	488	...	...
	Do. Feudatory States ..	2,658	483,824	18	1,173	37	2,436	19	1,263	...	...
	Sambalpur ...	4,521	796,450	130	7,145	113	6,413	...	...	17	732
	Do. Feudatory States ...	11,897	1,227,093	69	4,207	95	5,297	26	1,090	...	...
	Bilaspur ...	7,798	1,156,958	79	5,833	83	5,849	4	16	...	...
	Do. Feudatory States ...	1,002	117,152	19	1,059	20	1,091	1	32	...	...
	Bastar Feudatory State ...	13,062	310,840	...	...	...	...	...	...	...	...
	Total Government Districts ...	84,445	10,774,891	...	...	...	...	...	...	...	...
	Total Feudatory States ...	28,834	2,157,456	...	...	...	...	...	...	...	...
	GRAND TOTAL ...	113,279	12,932,347	1,845	111,498	1,908	114,157	63	2,659	...	...

The schools in the Northern Circle show a net increase of 4 schools and a decrease of 53 pupils. In the Southern Circle, the increase is 17 under schools, and 556 under scholars. The largest increase is in the Eastern Circle, which exhibits a net increase of 59 schools and 2,157 scholars.

Percentage of school-going age population under instruction in each district.

6. The percentage of the school-going age population under instruction in each district, calculated at 15 per cent. of the total population, is exhibited in the following table :—

District.	Children of school-going age.	Number of children under instruction.	Percentage.
Jubbulpore	112,404	9,647	8·58
Saugor	82,722	5,958	6·71
Damoh	48,800	3,355	6·87
Mandla	50,923	1,849	3·63
Hoshangabad	79,215	5,608	7·08
Makrai Feudatory State ...	2,782	157	5·64
Narsinghpur	54,958	5,974	10·86
Nimar	38,024	4,200	11·04
Nagpur	113,536	12,303	10·83
Chhindwara	61,144	2,239	3·66
Seoni	55,624	2,663	4·78
Betul	48,439	2,903	5·99
Chanda and Sironcha ..	104,679	5,574	5·32
Wardha	60,124	5,352	8·89
Balaghat	57,598	2,765	4·80
Bhandara	111,433	7,672	6·88
Raipur	237,590	12,852	5·40
Sambalpur	119,467	6,413	5·36
Bilaspur	173,543	5,849	3·36
Raipur Feudatory States ...	72,573	2,436	3·36
Sambalpur do. ..	184,063	5,297	2·87
Bilaspur do. ...	17,572	1,091	6·20
Total ...	1,893,213	114,157	6·03

The total population of the Provinces, according to the last Census returns, is 12,932,347.

The total percentage of pupils of school-going age under instruction is 6·03, as compared with 5·88 in the previous year. The percentage under boys is 11·24, and under girls ·84.

Nimar, Narsinghpur and Nagpur still head the list, with about 11 per cent. under instruction. Next, but by a long interval, comes Wardha with 8·89 per cent., whilst the percentage in Sambalpur dwindles down to 2·87. The backwardness of education in the Feudatory States tends to bring down the total percentage of pupils under instruction. It is probable, however, that the strengthening of the inspecting agency in Chhattisgarh will lead to better results.

Distribution of pupils according to caste or race.

7. The accompanying table shows the number of pupils under instruction according to caste or race :—

	Races.	Colleges.	Secondary schools.	Primary schools.	Technical schools.	Total.	Number of children of school-going age.	Percentage of children of school-going age under instruction.
Males.	Native Christians ...	...	128	396	1	525	490	...
	Hindus ...	211	20,300	71,533	619	92,663	792,746	11·72
	Mahomedans ...	13	2,211	6,152	47	8,423	23,859	35·30
	Parsis ...	3	36	242	2	283	67	...
	Gonds and other aboriginal tribes ...	...	190	1,754	2	1,946	155,070	3·73
	Others ...	...	549	3,294	4	3,847		
	Total ...	227	23,414	83,371	675	10,768	...	...
Females.	Native Christians ...	...	14	230	1	245	450	54·44
	Hindus ...	...	163	4,500	17	4,680	788,036	·59
	Mahomedans ...	...	6	403	1	410	22,562	1·81
	Parsis ...	...	...	52	...	52	57	91·22
	Gonds and other aboriginal tribes ...	...	...	11	...	11	157,331	·04
	Others ...	...	...	48	...	48		
	Total ...	...	183	5,244	19	5,446	...	...
	GRAND TOTAL ...	227	23,597	88,615	694	113,214	...	...

There is a slight decline in the number of Native Christians and Mahomedan boys under instruction, but the number of Hindus has increased from 91,517 to 92,663, and of Gonds and other aboriginal tribes from 1,688 to 1,946. It is noticeable that the percentage of Hindu boys of school-going age under instruction is 11·72, as compared with 35·30 under Mahomedans.

The number of Hindu girls attending school was 4,680, as compared with 4,662; and of Mahomedans 410, as against 315 in the previous year.

Classification of pupils according to the wealth and occupation of parents.

8. The subjoined table gives particulars of pupils classified according to the wealth and occupation of their parents or guardians :—

		1890-91.	1891-92.
Richer classes	... ...	660	599
Middle classes...	Government service	3,139	2,930
	Private service	2,767	2,714
	Estates	4,714	4,880
	Professions	4,015	4,083
	Trades	4,136	3,826
Poorer classes ...	Government service	12,790	13,246
	Agriculture	87,904	40,328
	Trades	12,525	11,366
	Skilled labour	8,393	10,074
	Common labour	11,117	11,888
	Miscellaneous	9,338	8,223
	Total ...	111,498	114,157

There is a decrease in the number of the richer classes attending school. This is, probably, due to the enforcement of the new fee rules, under which the wealthier classes are required to pay an appreciable portion of the cost of their children's education. I am inclined to think that the decline is only temporary. The middle classes, *viz.*, those whose income ranges between Rs. 5,000 and Rs. 200 per annum, furnish a little over 16 per cent. of the total number under instruction, which is the same as in the previous year. The poorer classes, *viz.*, those whose income falls below Rs. 200 per annum, furnish 83 per cent. The number of children of Government servants shows an increase of 456. The most satisfactory feature is the increase of over 20 per cent. in the children of artizans, and the increase of nearly 7 per cent. in the children of agriculturists attending school.

9. The distribution of pupils according to languages studied is shown below :—

Languages studied.

	Number of scholars in the Central Provinces.		1890-91.															1891-92												
			Number of schools.	English.	Classical.					Vernacular.								Number of schools.	English.	Classical.				Vernacular.						
	1890-91.	1891-92.			Latin	Sanskrit.	Arabic.	Persian.	French.	Hindi.	Marathi.	Urdu.	Tamil.	Telugu.	Uriya.	Gujrathi.	Bengali.			Latin.	Sanskrit.	Arabic.	Persian.	French.	Hindi	Marathi.	Urdu.	Tamil.	Telugu.	Uriya.	Gujrathi.	Bengali.
Hindus ...	96,179	97,343																														
Mahomedans ..	8,794	8,823																														
Native Christians ...	816	770																														
Jains ...	394	...																														
Parsis ...	35	325	1,245	8,842	114	916	18	935	60	64,783	30,271	3,310	202	619	10,073	379	54	1,908	8,153	115	894	74	207	19	67,397	30,125	2,752	172	599	10,492	347	36
Gonds, Mahars, Dhers ...	1,695	1,957																														
Other low castes	2,614	3,895																														
Europeans and Eurasians ...	971	1,024																														
TOTAL ...	111,498	114,157																														

The number of pupils studying English has declined from 8,842 to 8,153. This, as explained in paragraph 61 below, is partly due to the new fee rules and partly to the new Upper Primary scheme, by which students are prevented from joining an Anglo-Vernacular school until they have passed the Upper Primary examination. As regards the three great vernaculars of the Central Provinces, the number of students in Hindi has increased from 64,783 to 67,397, of Uriya from 10,073 to 10,492, whilst there is a slight decrease of 146 in the number of Marathi learners. The number of students of Urdu has declined by 558, whilst there is a merely nominal decline in the number of Telugu learners.

10. In the following table the expenditure on education according to Departmental returns is compared with the figures of the previous year:—

Expenditure on education according to Departmental returns.

Colleges and Schools.	1890-91.			1891-92.		
	Total expenditure.	Receipts from all local sources.	Expenditure from Provincial revenues.	Total expenditure.	Receipts from all local sources.	Expenditure from Provincial revenues.
	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
Colleges. Government ...	20,043	5,753	14,290	20,729	6,057	14,672
Colleges. Aided ..	24,911	21,439	3,472	24,021	20,731	3,293
Secondary Schools.						
For Boys. Government ...	95,118	48,399	46,719	81,874	46,143	35,731
For Boys. Local Fund and Municipal ...	57,412	51,093	6,319	71,349	59,275	12,074
For Boys. Native States ...	4,361	4,361	...	7,467	7,467	...
For Boys. Aided ...	52,452	34,427	18,025	54,461	36,459	18,002
For Boys. Unaided ...	2,248	2,248	...	1,065	1,065	...

Colleges and Schools.	1890-91.			1891-92.		
	Total expenditure.	Receipts from all local sources.	Expenditure from Provincial revenues.	Total expenditure.	Receipts from all local sources.	Expenditure from Provincial revenues.
Secondary Schools—(Contd.)	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Girls. Government ...	625	313	312	598	256	342
For Girls. Aided ...	7,799	4,544	3,255	8,980	5,274	3,706
Primary Schools.						
For Boys. Government ...	48,232	25,500	22,732	44,348	24,841	19,507
For Boys. Local Fund and Municipal ..	1,37,086	1,12,825	24,261	1,44,844	1,09,905	34,939
For Boys. Native States ..	14,162	14,162	...	15,208	15,208	...
For Boys. Aided ...	64,099	41,112	22,987	67,699	49,357	18,342
For Boys. Unaided ...	7,195	7,195	...	5,571	5,571	...
For Girls. Government ...	7,226	2,755	4,471	6,361	2,071	4,290
For Girls. Local Fund and Municipal ..	7,706	6,538	1,168	9,214	8,506	708
For Girls. Native States ...	452	452	...	763	763	...
For Girls. Aided ...	32,245	21,814	10,431	31,975	22,519	9,456
For Girls. Unaided ...	151	151	...	247	247	...
Special Schools.						
Training schools for Masters ...	25,599	...	25,599	27,698	...	27,698
Do. for Mistresses ...	6,104	...	6,104	6,151	...	6,151
Agricultural class ...	2,159	...	2,159	3,589	...	3,589
Practical Engineering class ...	2,896	...	2,896	2,855	...	2,855
Industrial Schools. Government ...	2,076	24	2,052	1,418	...	1,418
Industrial Schools. Local Fund and Municipal ...	580	580	...	438	438	...
Law schools ...	3,360	1,509	1,851	3,360	1,474	1,886
Direction ...	26,268	...	26,268	27,030	...	27,030
Inspection ...	81,858	1,857	80,001	81,539	2,012	79,527
Scholarships ...	26,644	13,166	13,478	30,180	13,763	16,417
Buildings ...	79,552	56,154	23,398	36,580	31,076	5,504
Furniture ...	8,820	5,071	3,449	11,633	7,683	3,950
Miscellaneous, including the Book Depot ...	30,987	30,800	187	34,652	...	34,652
TOTAL ...	8,80,426	5,14,242	3,66,184	8,63,900	4,78,161	3,85,739

The aggregate of expenditure was Rs. 8,63,900, as compared with Rs. 8,80,426 in the previous year. The main decrease is under the head buildings, on which Rs. 79,552 were spent last year, as against Rs. 36,580 in the year under review. The increase under the Government College is due to the progressive pay in the salaries of the staff. The decrease of Rs. 13,244 under Government Secondary schools and of Rs. 3,884 under Government Primary schools is accounted for by the transfer of certain institutions of this class to local management. Local Fund and Municipal institutions, accordingly, show increased expenditure. It is satisfactory to note that the expenditure on schools in Native States has risen from Rs. 14,162 to Rs. 15,208, and in Aided schools from Rs. 64,099 to Rs. 67,699. Local Fund and Municipal girls' schools

show an increased expenditure of Rs. 1,508. The increase of Rs. 2,099 under the head "Training schools for masters" is accounted for by the progressive increments in the salaries of the masters. The expenditure in the Agricultural Class has risen from Rs. 2,159 to Rs. 3,589, which is explained by the opening of the class for the training of schoolmasters in agriculture. The increase of Rs. 3,536 under the head Scholarships is explained by the fact that scholarships were, for the first time, given from Provincial funds to the schoolmasters in the Agricultural Training Class above referred to.

Sources of expenditure.

11. The sources from which the expenditure detailed above was met are compared below :—

	1890-91.	1891-92.
	Rs.	Rs.
(1). Provincial revenue	3,66,184	3,85,739
(2). Local rates and cesses	1,61,714	1,74,868
(3). Municipal Funds	69,977	72,743
(4). Fees	79,344	95,969
(5). All other sources	2,03,207	1,34,581
TOTAL ...	8,80,426	8,63,900

Of the total expenditure, Rs. 3,85,739 or 44·6 per cent. were met from Provincial Funds, as against Rs. 3,66,184 or 41·5 per cent. in the previous year. Local rates and cesses furnish Rs. 1,74,868 or rather over 20·2 per cent., as against Rs. 1,61,714 or 18·3 per cent.; and Municipal funds Rs. 72,743, or 8·4 per cent., as compared with Rs. 69,977 or 7·9 per cent. of the total expenditure of last year. The fee revenue is represented by Rs. 95,969 or 11·1 per cent., as against Rs. 79,344 or 9 per cent. of the aggregate expenditure of last year. The receipts from other sources have decreased by Rs. 68,626, a fact which is partly accounted for by the larger expenditure from private sources, on buildings, in the previous year.

Distribution of expenditure amongst the different classes of institutions.

12. The following table exhibits the distribution of expenditure amongst the different classes of institutions :—

Kind of Institution.	Provincial revenues.		Local rates and cesses.		Municipal Funds.		Other sources.		Total.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ...	17,762	17,965	...	...	2,850	1,500	24,342	25,288	44,954	44,753
Secondary schools ...	74,630	69,855	42,732	44,961	35,699	35,745	66,954	75,233	2,20,015	2,25,794
Primary schools and schools for special instruction ...	1,26,711	1,30,839	1,02,619	1,00,601	26,554	29,703	1,05,444	1,10,596	3,61,328	3,71,739
TOTAL ...	2,19,103	2,18,659	1,45,351	1,45,562	65,103	66,948	1,96,740	2,11,117	6,26,297	6,42,286

The above table gives only the direct expenditure, not the expenditure on direction, inspection, scholarships, buildings and the like. The percentage of the expenditure on Collegiate education was about 7 per cent., *viz.*, the same figure as in the previous year. Of this, Rs. 17,965, or about 39 per cent., were met from Provincial Funds. It is noticeable that Rs. 25,288 or more than half the cost of Collegiate education were met from "other sources," *viz.*, private subscriptions and fees. The amount spent on Secondary education, *viz.*, Rs. 2,25,794, represents rather over 35 per cent. of the aggregate. Of this, Rs. 69,855 or nearly 31 per cent. were met from Provincial Funds, as against 33·9 per cent. last year, local rates and cesses contributing over 19 per cent., as against 18 per cent.; Municipal Funds a little over 16 per cent., *viz.*, the same percentage as last year, and other sources 33·7 per cent., as compared with 30 per cent. in the previous year. Rs. 3,71,739, or 57·8 per cent. of the aggregate, were spent on Primary education. Of this sum, Rs. 1,30,839, or rather over 35 per cent., were contributed from Provincial Funds, *viz.*, the same percentage as last year; about 27 per cent. from Local rates and cesses, as against 28 per cent.; from Municipal Funds nearly 8 per cent., as compared with 7 per cent.; and from "Other sources" 29·7 per cent., as against 29 per cent. in the previous year.

Cost of educating each pupil.

13. The following table gives the cost of educating each pupil in all classes of institutions. Indirect expenditure, *viz.*, the amount spent on direction, inspection, buildings, scholarships and the like, is excluded :—

Class of schools.		Number of schools.	Average number of scholars enrolled.	Average daily attendance.	Average cost of educating each pupil. Total cost.	Average cost of educating each pupil. Cost to Government.
Under Public Management.					Rs. a. p.	Rs. a. p.
Arts Colleges ...	...	1	89	75	232 14 6	164 13 8
Secondary schools for boys.	Government ...	54	4,589	3,587	17 13 5	7 12 6
	Local Fund and Municipal ...	129	14,505	10,301	4 14 8	0 13 3
	Native States ...	12	899	524	8 4 10	...
Do. for girls ...	Government ...	1	97	75	6 13 11	3 14 10
Primary shools for boys.	Government .	121	6,860	5,348	6 7 5	2 13 5
	Local Fund and Municipal ...	659	43,048	29,082	3 5 10	0 10 7
	Native States ...	134	7,395	4,369	2 10 0	...
Primary schools for girls.	Government ...	25	1,017	619	6 4 1	4 3 6
	Local Fund and Municipal ...	41	1,817	1,183	5 1 2	0 6 2
	Native States ...	6	231	120	3 4 10	...
Special schools ...	Masters ...	5	197	179	140 9 4	140 9 4
	Mistresses ...	1	22	18	279 9 5	279 9 5
Industrial schools...	Government ...	6	388	206	3 10 6	3 10 6
	Local Fund and Municipal ..	2	184	60	2 6 1	...
Drawing schools ..	Government ...	2	34	22	...	...
Practical Engineering class	...	1	11	9	259 8 9	259 8 9
Agricultural class	...	2	54	47	66 7 4	66 7 4
Law schools	...	2	82	56	40 15 7	22 12 6

Class of schools.		Number of schools.	Average number of scholars enrolled.	Average daily attendance.	Average cost of educating each pupil. Total cost.	Cost to Government.
Under Private Management.					Rs. a. p.	Rs. a. p.
Colleges	Aided ...	2	134	113	179 5 8	24 9 2
Secondary schools for boys.	Aided ...	53	3,151	2,440	17 4 6	5 11 5
	Unaided ...	1	76	63	14 0 2	...
Primary schools for boys.	Aided ...	503	22,666	14,627	2 15 9	0 12 11
	Unaided ...	76	2,698	1,645	2 1 0	...
Secondary schools for girls.	Aided ...	7	197	142	45 9 3	18 12 10
	Unaided ...	...	...	...	...	...
Primary schools for girls.	Aided ...	55	2,315	1,543	13 12 1	2 1 4
	Unaided ...	7	167	104	1 7 8	...
	TOTAL ..	1,908	112,923	76,557	5 10 11	1 14 11

The total average cost of educating each pupil is Rs. 5-10-11, as compared with Rs. 5-12-4; and the cost to Government Rs. 1-14-11, as against Rs. 2-0-4 in the previous year. The cost of educating each pupil in the Government College, Jubbulpore, was Rs. 164-13-8, as against Rs. 164-4-0 last year. In Aided Colleges the total cost of educating each pupil was Rs. 179-5-8, as against Rs. 202-8-5, and the cost to Government Rs. 24-9-2, as compared with Rs. 28-3-7. Each pupil in Government Secondary schools cost annually Rs. 17-13-5, as against Rs. 17-4-6 in aided Secondary schools. Education in the Engineering Class, Nagpur, is an expensive article, each pupil costing Government annually Rs. 259-8-9. In Local Fund and Municipal Primary schools, the cost of each pupil is Rs. 3-5-10, as compared with Rs. 2-15-9 in Aided Primary schools. The difference in expense between these two classes of institutions should be greater.

Expenditure on school buildings.

14. The expenditure on school buildings from Provincial Funds is shown below :—

Expenditure on school buildings from the Public Works Department Budget 1891-92.	Amount.	Expenditure (Provincial) from the Educational Department Budget 1891-92.	Amount.
	Rs.		Rs.
(A)—Repairs	1,464	(D)—Repairs to Government buildings ...	5,239
(B)—Minor works under Rs. 2,000 ...	21,395	(E)—Minor works under Rs. 2,000	
(C)—Larger works above Rs. 2,000 ...		(F)—Minor grants-in-aid under Rs. 1,000 ...	265
		(G)—Larger grants above Rs. 1,000	
TOTAL ...	22,859	Total ...	5,504

The total amount spent on school buildings was Rs. 5,504, as against Rs. 23,398. The difference is due to the grants-in-aid made last year, to the Hislop College and Convent School, Nagpur, and to the cost of enlarging the Raipur High school.

Fee receipts.

15. The following table gives particulars of the fee receipts:—

		1890-91.	1891-92.
	For Boys.	Rs.	Rs.
Colleges	Government	2,349	2,653
	Aided	1,373	1,985
Secondary schools	Government	18,073	20,391
	Local Fund and Municipal ...	5,157	9,249
	Native States	93	236
	Aided	9,009	9,935
	Unaided	271	...
Primary schools	Government	10,222	12,466
	Local Fund and Municipal ...	13,554	18,507
	Native States	334	507
	Aided	9,618	10,892
	Unaided	711	1,100
	Law schools	1,479	1,351
	Total fees for boys' schools ...	72,243	89,272
	For Girls.		
Secondary schools	...Aided	1,869	1,755
Primary schools	...Aided	4,228	4,146
Fees spent on furniture, buildings, &c., in boy's and girls' schools ...		1,004	796
	Total ...	7,101	6,697
	GRAND TOTAL OF FEES IN BOYS' AND GIRLS' SCHOOLS ...	79,344	95,969

The fee revenue, under the new rules, aggregated Rs. 95,969, as against Rs. 79,344, the increase being slightly over 20 per cent. The receipts show an increase in all classes of institutions, except in girls' schools and in the Law classes. The cause of the decline in the fees of the latter class of institution is explained in paragraph 73 below. In Local Fund and Municipal Secondary schools, the receipts have nearly doubled, and in Local Fund and Municipal Primary schools the increase is over 36 per cent.

Statement of receipts and charges furnished by the Comptroller.

16. The statement of receipts and charges furnished by the Account Department is as follows :—

Receipts.	1st April to date, 12 months.	Expenditure.	1st April to date 12 months.
EDUCATION.	Rs.	**EDUCATION.**	Rs.
Provincial.		**Provincial.**	
Fees, Government Colleges, General ...	12,653	Direction	27,392
„ Ditto Do. Professional ...	1,351	Inspection	80,288
„ Ditto Schools General ...	32,518	Government Colleges, General ...	20,123
„ Ditto Do. Special ...	...	Ditto Schools, do. ...	1,48,577
Contributions	60,461	Diito do. Special ...	40,194
Income from Endowments	...	Grants-in-aid	48,776
Miscellaneous	40,451	Payments by results	17,613
		Scholarships	19,553
		Miscellaneous	38,496
		Refunds	361
Total Provincial ...	1,37,434	Total Provincial ...	4,41,873
Local.		**Local.**	
Fees, Schools, General	918	Inspection	60
Contributions	5,001	Government Schools, General ...	1,78,954
Miscellaneous	743	Grants-in-aid	13,164
		Scholarships	10,968
		Miscellaneous	50
		Refunds	228
Total Local ...	6,662	Total Local ...	2,03,424
Total Receipts ...	1,44,096	Total Expenditure ...	6,44,797

The Comptroller's figures under the head of Expenditure are Rs. 6,44,797, against Rs. 8,63,900 shown in the Departmental returns. The difference is accounted for by the fact that the following figures are not shown by the Comptroller :—

	Rs.
Schools in Native States	31,836
Deputy Inspectors in Native States	1,952
Subscriptions, &c., and fees in schools under private management	1,13,809
Subscriptions, endowments and fees in District Council Secondary schools, except fees in District Council Secondary schools, English	32,690
Subscriptions, &c., and fees in Primary schools and a portion of subscriptions and fees in Secondary schools	31,101
Unaided schools	7,715
Total ...	2,19,103

17. The results of the various examinations for which students from these Provinces appeared, are compared below :—

Results of Examinations.

	1890-91.	1891-92.
1. M. A. Passes ..	...	4
2. B. A. „ ...	15	19
3. F. A. „ ...	39	59
4. Matriculation Passes ...	103	99
5. Middle school „ ..	544	395
6. Upper primary „ ..	7,202	7,378
7. Lower primary „ ..	9,917	9,696
8. School of Art „ ..	32	78
9. L. M. and S. (Surgery) Passes ...	...	...
10. L. C. E. (Engineering) „ ..	....	...
11. F. C. E. Do. „ ...	...	...
12. L. L. B. „	4	2

The results of the B. A. and F. A. examinations show improvement on those of last year, whilst in the Matriculation examination passes have declined from 103 to 99. The causes of the decrease in the number of passes in the Middle School examination are explained in paragraph 60 below. The results of the Upper Primary examination, under the new scheme of examination, were very creditable. In the Bombay School of Art 78 candidates were successful out of 427 examinees. The results are a great improvement on those of last year, when only 32 candidates passed.

SECTION II.—Controlling Agencies.

18. I was in charge of the office of the Inspector-General of Education throughout the year. Starting into camp from Jubbulpore at the end of November, I travelled through the Jubbulpore District to Mandla. From Mandla I crossed the Satpuras to Borla. Thence I diverged to Pandaria, and, from Pandaria, travelled through the Native States and Zamindaris of Kawardha, Gandai, Lohara, Thakurtola, Chhuikhadan and Khairagarh to Raj-Nandgaon. From Raj-Nandgaon I travelled through part of the Raipur District to Bhandara, and thence through the Nagpur District to Chhindwara. From Chhindwara, I went to Seoni, and thence, through the Seoni and Jubbulpore Districts to Jubbulpore, which I reached on the 5th March. I travelled 3,079 miles (646 by road, and 2,433 by rail) and visited 134 schools with 8,064 pupils.

Inspector-General of Education.

Work of Inspectors of Schools.

19. The work done by Inspectors of Schools is shown in the following table :—

Name of officer.	Grade.	Miles travelled		Num- of days on tour.	Number of schools in- spected.	Remarks.
		By rail.	By road.			
G. Thompson, Esq., B. A....	Inspector of Schools, Southern Circle.	3,418	1,313	205	272	On privilege leave for 90 days.
A. P. Mitchell, Esq. ...	Do. do.	422	96	28	60	
J. Elliott, Esq. ...	Do. Northern Circle	3,501	1,203	157	221	On leave for 6 weeks.
W. Young, Esq. ...	Do. do.	In	charge	of the	current d	uties for 6 weeks.
A. P. Mitchell ..	Do. Eastern Circle	962	713	149	160	

Inspector of Schools Southern Circle.

20. Mr. Thompson was in charge of the Southern Circle for 9 months of the year, and was on privilege leave for 3 months, during which time Mr. Mitchell acted for him. He spent 205 days on tour, and travelled 1,313 miles by road and 3,418 miles by rail. He inspected 272 schools. He has maintained his reputation for the accuracy, soundness and thoroughness of his work.

Inspector of Schools, Northern Circle.

21. Mr. Elliott was six weeks on privilege leave. He was in charge of the Northern Circle for the remainder of the year. He spent 157 days on tour, and inspected 221 schools. He travelled 4,701 miles, of which 1,203 were by road, and 350 by rail. His work has been satisfactory.

Inspector of Schools, Eastern Circle.

22. Mr. Mitchell spent 149 days on tour, and travelled 713 miles by road and 962 by rail. He has taken much interest in promoting education in the Feudatory States, and has submitted a scheme for the strengthening of the inspecting agency in Chhattisgarh, in which arrangements have been made for bringing all the schools in the Native States under proper inspection.

Work of Deputy Inspectors of Schools.

23. The statement of work done by Deputy Inspectors is appended (*vide* Appendix C). The Deputy Inspectors of the Northern Circle made 1,270 inspections of schools, as against 1,192 last year; and spent 1,723 days on tour, as compared with 1,648. Most of these officers have done good work. Those deserving of special mention are Mr. Behari Lal of Narsinghpur and Mr. Lal Mahomed of Mandla.

In the Southern Circle, the number of inspections was 1,709, and 2,097 days on tour, as against 1,570 and 2,080, respectively, in the previous year. As regards individual Deputy Inspectors, the Inspector of Schools remarks that Mr. Jageshwar Bapuji of Wardha is an officer of great intelligence, power of organization and work. Mr. Kedarnath of Betul is specially to be commended for the interest he has taken in encouraging results aided schools in his district. This is perhaps the most important function of a Deputy Inspec-

tor, and one too often neglected. Mr. Govind Ramchandra of Chhindwara is deserving of special mention for the excellent physical training (drill, gymnastics and country games) in his district. Mr. Gopal Sitaram of Bhandara has maintained his reputation for good work. He made more inspections than any other Deputy Inspector. The Inspector of Schools remarks of Mr. Govind Raghunath Bapat of Chanda, that, whilst conscientious and painstaking, "he "has failed to appreciate the state of his schools, and in regard to physical "training, discipline and the methods and management of the lower classes, "very much is to be desired."

As regards the Eastern Circle, the work of the Deputy Inspectors is compared below :—

		1890-91.	1891-92.
Number of inspections	...	1,137	1,267
Number of days on tour	...	1,398	1,461

Messrs. Ganpat Lal Choube of Bilaspur, Jaya Lal of the Drug Range, and Jaideo Dixit of Raipur have done excellent work. Mr. Trilochan Misra of Sambalpur has shown little improvement in his work. The Inspector of Schools reports that his inspections have not been thorough, and his management of his office characterized by great carelessness and inattention to orders. Mr. Balankishwar Pani, Deputy Inspector of Feudatory Schools, Sarangarh, was dismissed, and Mr. Madhao Rao, a clerk in the office of the Inspector of Schools, Eastern Circle, appointed in his place.

Extra Departmental Controlling Agencies.

24. The extra-departmental Controlling Agencies are the following :—

(1) District Councils and Local Boards.
(2) Tahsildars.
(3) School Committees.

The work of these agencies is reviewed briefly in paragraphs 25 to 43 below :—

District Councils and Local Boards.

25. *Nagpur.*—Attendance in the Council schools of this district has declined to 64 per cent., and the progress and state of the schools are reported to be far from creditable to the District Council and Local Boards. The Inspector of Schools states that, after a considerable tour in the district, he has formed the opinion, in which the Deputy Commissioner concurs, that the people generally, and members of Local Boards in particular, are very careless and apathetic in educational matters. Those who should lead village opinion and foster the schools, *viz.*, the members of Local Boards, have too often done nothing but record formal visits, and the Presidents of Local Boards have ceased to assume "that determined attitude towards the schools, which is "erroneously supposed to be no longer necessary, since the transfer of schools "to the management of District Councils."

26. *Wardha.*—The members of the District Council and Local Boards are reported not to have visited schools with due frequency. As many as 12 Council schools were left unvisited, whilst Aided schools have received little attention. The attendance, however, *viz.*, 73 per cent., is good and the schools

are, generally, well managed. In villages, where schools exist, there is a larger percentage of boys of school-going age at school than in any other district of the Southern Circle.

27. *Chanda.*—In this district, the average attendance was 64 per cent. for all classes of schools administered by Local Boards. Members of Local Boards are reported to have signally failed to take "that interest in education "and to extend to it that countenance and aid, which form one of the chief "reasons of their existence." It was not uncommon to find the village school unvisited by the resident member. Hence the schools suffered, and the Inspector of Schools reports that he found signs of deterioration in discipline, methods of instruction and physical training. The educational business of the Council was, however, despatched with promptness, and the advice of the Department received attention.

28. *Bhandara.*—The bad management, want of proper supervision and poor progress of the results aided schools in this district have reduced the average attendance in Vernacular schools in the district, to the low figure of 59 per cent. This state of things is, in a measure, due to the fact that the Deputy Inspector has more schools, under his charge, than he can manage. The proposed strengthening of the inspecting agency will introduce a remedy. Local Board members are reported not to have visited Council schools, with due frequency, and to have entirely neglected results aided schools. The ordinary routine work of the Council is reported to have been carefully done.

29. *Balaghat.*—In Balaghat, there is a small increase in numbers in Vernacular schools, and a corresponding increase in average attendance. The latter is, however, only 61 per cent., which is unsatisfactory. The members of Local Boards are reported to have displayed considerable activity in visiting schools. The work of the Council was conducted in a satisfactory manner.

30. *Betul.*—In Vernacular schools in Betul, there is an increase of 150 pupils and 180 in average attendance, the latter being 64 per cent. This is satisfactory, seeing that the district is a poor one, with few large villages, and that the population is largely composed of aboriginal tribes. The members of Local Boards are reported to have been active in visiting schools. The routine work of the Council is reported to have been well done. It is satisfactory to note that results aided schools in this district are better managed, housed and taught than those of any other district in the Southern Circle.

31. *Chhindwara.*—In point of attendance and general efficiency, the Chhindwara District is reported to stand second in the Southern Circle. The average attendance is 72 per cent. Education is confined to a small number of villages, but in those villages, it is making good progress. Local Board members have taken an interest in education and have visited their schools frequently. The general improvement in the tone and management of the schools is largely due to the interest taken in education by the Deputy Commissioner. The business of the Council, under the President, Mr. S. M. Chitnavis, was transacted, without friction or delay.

32. *Seoni.*—The average attendance in Vernacular schools in this district is 67 per cent. There is, however, a slight decline in numbers and

average attendance. Members of Local Boards have paid frequent visits to District Council schools, but have neglected results aided schools. It is to be regretted that this class of schools, which requires the most encouragement, should, as a rule, receive the least attention, at the hands of local bodies. The educational business of the Council is reported to have been conducted with promptness and efficiency.

33. *Nimar.*—The members of the District Council and Local Boards are reported "to be doing their work with their usual laxity." They paid only 57 visits to schools during the year, as against 78 in the previous year. The Secretary to the District Council states that some Local Board members had, recently, to be removed for their apathy in educational matters. I trust that this may have a salutary effect. It is satisfactory to note that the number of results aided schools has increased from 15 to 19, as the future development of primary education in these Provinces depends mainly upon such schools.

34. *Saugor.*—There has been a slight decline in the strength of schools, but the percentage of attendance has risen from 71 to 73. Fee collections have risen from Rs. 793 to Rs. 913. The District Council is reported by the Inspector of Schools not to have given much help to the Department in the matter of improving attendance, collecting subscriptions and raising subscriptions for educational purposes.

35. *Damoh.*—The figures exhibit an increase in the strength of schools from 3,010 to 3,107, and in average attendance from 1,902 to 1,954. The increase is due to the opening of two new unaided schools during the year. There has been a general increase in the fee receipts of District Council schools. The District Council and Local Boards are reported to have worked in harmony and the despatch of business was prompt.

36. *Hoshangabad.*—There has been an increase, in the district, of 3 in the number of schools, of 361 in the number on the rolls, of 364 in average attendance, and of Rs. 493 in fee collections. The District Council is well reported on as regards educational work, but the report is silent regarding the work of Local Boards. The District Council has entrusted the erection of of new school-houses to petty contractors, and the work is reported to have been badly done. It would have been a more economical measure, and one more pleasing to the people who subscribe most of the money for such buildings, had the work of erecting them been entrusted to School Committees. This centralization of authority tends to paralyse private effort, and to discourage local Self-Government.

37. *Jubbulpore.*—The number of schools has increased from 100 to 107, the number enrolled from 6,305 to 6,616, the average attendance from 4,072 to 4,448 and the fee receipts from Rs. 2,075 to Rs. 2,320. The work of the District Council and Local Boards is reported to have been satisfactory. The District Council has appointed a Sub-Committee for the management and control of educational business. This arrangement might be adopted, with advantage, in other districts.

38. *Narsinghpur.*—There has been a nominal decrease in the number of schools, and a slight falling off in the number on the rolls. Fee receipts

have increased from Rs. 1,790 to Rs. 2,037. The work of the District Council under its Secretary, Mr. A. B. Napier, I. C. S., who took a warm interest in education, is reported to have been satisfactory. The members of the District Council and Local Boards paid 40 visits only to 22 schools. Several Local Board members are reported not even to have seen the schools of their respective villages.

39. *Bilaspur.*—The figures exhibit an increase of 5 schools and 63 pupils, but a decrease of 96 in average attendance. Fee receipts have increased by 27 per cent. The District Council is reported to have been prompt in the despatch of business, and the suggestions of the Department were readily accepted and given effect to. Visits to schools by Local Board members number 86 against 81 last year, which is hardly satisfactory. Due attention was paid, during the year, to the construction of new school buildings, a matter which had been neglected in the previous year.

40. *Sambalpur.*—The number of schools remains the same, but the number on the rolls has increased by 160, and the average attendance by 110. Fee receipts, in spite of the new rules, exhibit a decrease, which is unsatisfactory. The interest in education taken by Local Board members is reported to have been generally slight.

41. *Raipur.*—From the District report, the work of the District Council appears to have been satisfactory. The number of schools increased from 180 to 208; the number of scholars from 14,630 to 16,460 and the average attendance from 9,625 to 10,800. One of the most satisfactory features in the report is the increase in the number of Gonds attending school from 559 last year to 959. The increase is attributed to the operation of the new grant-in-aid rules, which allow 50 per cent higher result grants for students belonging to the aboriginal races. Another satisfactory feature is the increase of 34 per cent. in the number of girls studying in boys' schools. Members of Local Boards seem to have been fairly regular in visiting schools, except in the Raipur Tahsil, in which only 18 visits by members of the Board are recorded.

42. *Tahsildars.*—The efficiency of Local Boards depends mainly on the interest taken in education by the Tahsildar, who is *ex-officio* President of the Board. In the Southern Circle, the Tahsildars have, with few exceptions, been active in visiting schools, but since the transfer of schools to local management, they appear to take a less active part in education than they did under the former régime. This is reported to be specially the case with the Tahsildars of the Nagpur District. The Tahsildar of Bhandara paid only 23 visits to schools, the Tahsildar of Brahmapuri 22, the Tahsildar of Hinganghat 19, and the Tahsildar of Seoni 11 visits only. The Tahsildars in the Southern Circle who deserve special mention for good work are Mr. Krishna Rao of Wardha, Mr. Kazim Hussein of Lakhnadon, Mr. Muna Lal of Betul, Mr. Ramcharan Lal of Chhindwara, and Mr. Mukund Rao of Sausar. As regards the Northern Circle, the Inspector of Schools reports that most of the Tahsildars have been of great use to education in their respective Tahsils. Mr. Ibrar Hussein, Tahsildar of Khurai, deserves special mention for the interest in education he has displayed, and for the improvements he has been able to effect. Messrs. Balmukund of Dindori, Babu Rao of Rehli, Narayan Rao of Banda, Jagmohan Sinha of Sohagpur and Pundit Jairam Ganesh of Hoshangabad are reported to have been

active and zealous in promoting education. Mr. Mahomed Hussein of Jubbulpore, whose work was unfavourably remarked on in the report of last year, still continues to neglect his duties. The District report says,—"Mr. Mahomed "Hussein does very little for his schools. His visits are of no practical use." As regards the Eastern Circle, the visits of Tahsildars to schools have, with three exceptions, been fairly frequent. Mr. Vishwanath Rao, Tahsildar of Raipur, paid 9 visits to the schools in his Tahsil, and Mr. Anand Rao, Tahsildar of Bilaspur, visited 6 schools only during the 8 months he was in charge. Mr. Syed Abdulla, Tahsildar of Seorinarain, visited 14 schools. The visits to schools by Tahsildars in the Sambalpur District are reported to have been much more numerous than in the previous year, but their visits seem to have been productive of little good in inspiring Local Board members with an interest in education. Mr. Ram Krishna Misra, Tahsildar of Bargarh, is, however, reported to have taken a keen interest in his schools.

43. *School Committees.*—The School Committee is the most essential part of our educational system, seeing that, by their means, the sympathy and co-operation of the people are enlisted. In securing attendance, enforcing the payment of fees, erecting or improving buildings, furnishing gymnastic and other apparatus, they are invaluable. Being residents of the villages in which schools are located and possessing local knowledge, their opinion is, ordinarily, of more value than that of an officer, who pays a school occasional visits. The work of these bodies is, on the whole, favourably reported on. In connection with the Upper Primary examination, they were requested to send representatives to the different centres of examination, to assist and encourage the pupils. To this call, they responded, as a rule, readily and contributed to the success of the examination "by their presence and purse." In the Southern Circle, the Inspector of Schools reports that, in the Nagpur District, with a few exceptions, nothing favourable can be said of the work of School Committees. In Balaghat, Committees, whilst fairly regular in holding meetings, are, for the most part, illiterate and are, as yet, at the stage of being schooled in their duties. In Chanda, with few exceptions, Committees have taken little interest in education. The Inspector of Schools states that not a single Committee, in that district, held regular meetings, in the year preceding his inspection, and, in two instances, the members appeared to be actually obstructive.

As regards the Northern Circle, the Inspector of Schools reports that School Committees have been sympathetic and active in supporting education, and to have been specially liberal in offering money for school requirements and for prizes. In the Jubbulpore District, Rs. 244 were subscribed to provide prizes for gymnastics in the inter-school contests held in connection with the Upper Primary examination. In the Saugor District, as large a sum as Rs. 1,400 was given by members of School Committees, for the supply of Physical science apparatus, for prizes at teachers' conferences, and for other objects. The Hoshangabad District report says that "School Committees are generally "interested in their schools, as may be seen from the fact that they voluntarily "subscribed Rs. 91 for prizes at the Upper Primary examination." The Mandla District forms an exception to the rule. The Deputy Commissioner of that district reports as follows :—

> "The Committees are said to have continued as indifferent to their duties as ever, and it is impossible to do any real good, until they become alive to their responsibilities."

The work of School Committees in the Eastern Circle is, on the whole, favourably reported on, especially in the Bilaspur District, in which they are said to have held 447 meetings, as against 395 in the previous year. Regarding the Sambalpur District, the Inspector of Schools reports that School Committees were generally inattentive to their duties.

SECTION III.—University Examination.

College statistics.

44. The statistics of Colleges are shown in the subjoined table :—

Colleges.	Number.	Students.	Average attendance.	Expenditure. Provincial.	Municipal.	Fees.	Other sources.	Total.	Cost of educating each pupil. Total cost.			Cost to Government.			No. passed B. A.	No. passed F. A.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	a.	p.	Rs.	a.	p.		
Government ...	1	88	75	14,672	...	2,653	3,404	20,729	232	14	6	164	13	6	3	26
Aided ...	2	144	113	3,293	1,500	1,985	17,246	24,024	179	4	6	24	9	2	14	32
Total ...	3	232	188	17,965	1,500	4,638	20,650	44,753	200	10	11	80	8	11	17	58

The total number enrolled and the average attendance were 232 and 188, as against 212 and 172, respectively, in the previous year. The fee receipts under the new rules aggregated Rs. 4,638, as compared with Rs. 3,722, representing an increase of over 24 per cent. The receipts would have reached the sum of about Rs. 5,000 had the proper rates been charged in the Morris College. Physical training, now, receives due attention in the Government College, but nothing has yet been done in this direction in the Aided institutions.

Jubbulpore College.

45. The statistics are given below :—

Year.	Number on roll on the 31st March.	Average number on roll.	Average attendance.	Percentage of attendance.	Expenditure. Provincial.	Endowments.	Fees.	Total.	Cost of educating each pupil. Total cost.	Cost to Government.	
					Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
1890-91 ...	87	87	74	85	14,290	3,404	2,349	20,043	230 6 0	164 4 0	
1891-92 ...	88	89	75	84	14,672	3,404	2,653	20,729	232 14 6	164 13 6	B. A. 3 passed. F. A. 26 " out of 41.

The strength of the College remains much the same. The increased expenditure of Rs. 686 is explained by the progressive pay of some of the teaching staff. Fee receipts have increased by Rs. 304, under the enhanced rates. The annual cost to Government of educating each pupil was Rs. 164-13-0 as compared

with Rs. 314 in the year 1884. In the B. A. Examination, out of 15 candidates presented, 3 only passed; and in the F. A. Examination 39 appeared, of whom 26 passed. The failure in the B. A. Examination is to be regretted. Last year 8 candidates appeared for the B. A. Examination, of whom 3 passed; and in the F. A. Examination, 21 passed out of 30 examinees. I had occasion to animadvert on the tone and discipline of the College, and on the manners of the students, also on the neglect of physical training. I am glad to say that a marked improvement in discipline and manners has taken place, and that gymnastic instruction, now, receives due attention. The College has been affiliated, in both Arts and Law, to the University of Allahabad.

The following table shows the statistics of the Hislop and Morris Colleges :—

Year.	Number on roll on the 31st March.	Average number on roll.*	Average attendance.	Percentage of attendance.	Expenditure.				Cost of educating each pupil.	
					Provincial.	Endowments.	Fees.	Total.	Total cost.	Cost to Government.
					HIS	LOP	COLL	EGE.		
					Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
1890-91.	66	66	61	92	3,472	10,896	952	15,320	232 1 11	52 9 8
1891-92.	75	80	67	83	3,293	9,407	1,188	13,888	185 2 9	43 14 6 B. A.—7 passed (4 with honours). F. A.—17 out of 20.
					MO	RRIS	COLL	EGE.		
					Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs.
1890-91.	59	57	37	65	...	9,170	421	9,591	162 9 0	... Municipal, 2,850. Endowments, 6,320.
1891-92.	69	54	46	85	...	*9,339	797	10,186	187 11 3	* Municipal grants, 1,500. Endowments, 7,839. B. A.—7 passed, (1 with honours). F. A.—15 out of 21.

The Hislop College.

46. The number enrolled was 75, as compared with 66 last year.

The Financial statistics were as follows :—

		Rs.
Grants from Provincial Funds	...	3,293
Endowments, Subscriptions, &c.	...	9,407
Fees ...	...	1,188

The increase in the Fee receipts from Rs. 952 to Rs. 1,188 is a satisfactory feature. The results of the University Examinations were fairly creditable. For the B. A. Examination, 20 appeared, of whom 7 passed. Five of the successful candidates took honours, one in Physical science, one in English, and three in Sanskrit. Twenty candidates were sent up for the F. A. Examination, and 17 passed, as compared with 6 out of 8 examinees, in the previous year. The great want of the College is a playground and gymnasium, for which, I understand, arrangements are being made. The tone and discipline are good.

Morris College.

47. The strength of the College, at the end of the year, was 69, as against 59 last year.

The statistics were as follows :—

		Rs.
Grants from Municipal Funds	...	1,500
Proceeds of Endowments, &c.	...	7,839
Fees ...	...	779

The annual cost of educating each pupil was Rs. 187-11-3, as compared with Rs. 162-0-9 in the previous year. It is satisfactory to note that the Fee receipts have increased from Rs. 421 to Rs. 797. The rates sanctioned in the new Fee Code are, however, not charged. As the College receives a grant from Municipal Funds, which are public funds, I think that the rates prescribed by Government should be insisted on. One student passed the M. A. Examination; 16 candidates appeared for the B. A. Examination, of whom 7 passed, as against 4 last year. In the F. A. Examination, 15 students passed out of 21 examinees, *viz.*, about the same result as in the previous year. The building in which the College is accommodated is most inadequate. Proposals are, however, being made to secure a more suitable building.

SECTION IV.—School Education.—General.

A.—Secondary Schools.

Statistics of Secondary schools.

48. The comparative statistics of Secondary schools for the last two years are given in the following table :—

Secondary schools.		1890-91. Schools.	1890-91. Pupils.	Passed Entrance or Middle School examination.	1891-92. Schools.	1891-92. Pupils.	Passed Entrance or Middle School examination.
HIGH SCHOOLS.							
Government ...	...	4	271	39	5	281	42
Aided ...	...	5	338	55	7	379	47
Unaided ...	...	1	9	1	...	...	...
Total	...	10	618	95	12	660	89
MIDDLE SCHOOLS.							
Government... English	...	35	2,984	323	30	2,373	166
Government... Vernacular	...	26	3,228	...	19	2,284	...
Local Fund and Municipal. English	...	4	216	15	9	706	49
Local Fund and Municipal. Vernacular	..	115	13,022	...	120	13,938	...
Native States. English	...	3	66	...	4	45	1
Native States. Vernacular	..	4	273	...	8	896	...
Aided ... English	...	19	1,143	166	22	1,162	123
Aided ... Vernacular	...	30	1,898	...	24	1,458	...
Unaided ... English	...	4	161	29	1	53	...
Unaided ... Vernacular	...	3	265	...	...	...	...
Total of Middle schools. English	...	65	4,570	533	66	4,339	...
Total of Middle schools. Vernacular	...	178	18,686	...	171	18,576	..
Grand Total	...	253	23,874	628	249	23,575	...

The number of High schools has increased from 10 to 12, which is accounted for by the raising of the standard of the Hoshangabad, Hitkarni Sabha and Anjuman Islamia Middle schools to the High School status, one High school, *viz.*, the unaided High school, Nagpur, having been closed during

the year. The strength of High schools has increased from 618 to 660. In Middle schools there has been a decline of 6 schools, and of 341 in the number enrolled, the causes of which are explained in paragraph 60 below.

The Matriculation and Middle school results are compared below :—

	1890-91.		1891-92.	
	Presented.	Passed.	Presented.	Passed.
Matriculation	316	103	284	99
Middle School	867	544	930	395

The decline in the number of passes in the Middle School examination is due to the raising of the standard, and to the fact that a considerable number of boys were detected in copying and were expelled from the examination. One of the great wants of our Secondary schools is an adequate boarding-house system. We have 6 boarding-houses, attached to certain schools, but the majority of our Secondary schools have no accommodation for boarders. The Manager of the Church Mission High School, Jubbulpore, writes :—

> " A boarding-house is an urgent necessity. Many boys have to obtain lodgings in the city, as best they can, under no proper supervision, and any ideas of morality they may imbibe at school are speedily dissipated by life in the bazar. The higher education which they come to Jubbulpore to obtain is likely to become a curse to them, instead of a blessing."

I fully concur in these remarks. There are two main obstacles to the establishment of boarding-houses. In the first place, the expense is one which Government and Educational Societies are hardly in a position to meet. In the second place, the system of caste, if not altogether a bar, renders the opening of boarding-houses somewhat expensive, owing to the necessity of providing separate accommodation for different castes and classes. For the establishment of boarding-houses, private liberality must be looked to, supplemented by grants from Government. The establishment of the new school final examination, in connection with the Allahabad University will, it is hoped, tend to give a more practical and modern turn to the studies in our High schools, if the scheme can be introduced into these Provinces. The school final examination is equivalent in value to the Matriculation examination, in that it admits to the B or Science course of the University, but the chief points in which it differs from the Matriculation examination are as follows :—In English, the stress is laid upon ability to use the language with facility both in speaking and in writing. In compulsory mathematics, the main subject is arithmetic, especially commercial arithmetic. In history and geography, the scope of the examination corresponds mainly with that of the present Matriculation standard, but more importance is attached to the geography of the British Empire. In place of the fourth subject of the Matriculation examination, *viz.*, a classical language, a test of the student's practical knowledge of the vernacular has been substituted. The student, thus, being relieved from the study of a classical language, will be able to devote more time to acquiring the elements of physics or chemistry.

The subjects are as follows:—

A.—Compulsory subjects.

1. English.
2. Hindustani.
3. Arithmetic and Elementary Mathematics.
4. History and Geography.

B.—Optional subjects.

1. A further course of Mathematics.
2. Elementary physics.
3. Elementry chemistry.
4. Drawing.
5. Mensuration and surveying.
6. Political economy.
7. Book-keeping.
8. Agriculture.

High School attached to the Jubbulpore College.

49. The statistics are as follows:—

Year.	Number on roll on 31st March.	Average number on roll.	Average attendance.	Percentage of attendance.	Expenditure from			Cost of educating each pupil.	
					Provincial Revenues	Fees.	Total.	Total cost.	Cost to Government
					Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
1890-91	181	198	163	82	4,214	4,198	8,412	42 7 9	21 4 6
1891-92	158	179	150	83	3,856	4,380	8,236	46 0 2	21 8 8

The number enrolled has declined from 181 to 158. This is due to the fact that it was found necessary to reduce the size of the classes, which were inordinately large. The fee collections, under the new rules, have increased from Rs. 4,198 to Rs. 4,380. The higher cost of educating each pupil is accounted for by the progressive pay of some of the teachers, and also the decrease in numbers. 33 students passed the Entrance examination out of 80 presented, as against 21 out of 89 examinees in the previous year. The drawing class appears to be falling off in popularity, there being only 15 on the rolls, as compared with 30 last year. The Officiating Principal notices this with regret, and remarks:—"A few lessons in drawing would enable the students to produce intel-" ligible geometrical diagrams, so that the absurd figures which many of the boys " exhibit in their examination papers, would no longer be seen." Greater attention has been paid to manners and discipline; and gymnastics and drill, which had hitherto been neglected, are now regularly taught. The Principal has adopted an excellent system of supplying the parents with monthly reports on the conduct and progress of the students. This might, with advantage, be introduced into other similar institutions.

Saugor High School.

50. The statistics are compared below :—

Department.	Number on the rolls.		Average attendance.		Fees.		Passed by prescribed examination.	
	1890-91	1891-92	1890 91	1891-92	1890-91	1891-92	1890-91	1891-92.
					Rs.	Rs.		
High school ...	38	50	47	44	620	941	9	5
Middle school ...	277	274	192	201	811	1,257	29	20
Upper Primary ...	96	185	83	77	298	383	57	63
Lower Primary ...	507	392	459	424	508	824	114	103
Total. ...	918	901	781	746	2,237	3,405	209	191

The number on the rolls has declined from 918 to 901. The average attendance has been good, *viz.*, 83·63 per cent. The fee receipts have increased from Rs. 2,237 to Rs. 3,405, or by over 52 per cent. It is noticeable that the number in the High School Department has risen from 38 to 50. The results of the Matriculation examination were very unsatisfactory, 5 candidates only passing out of 29 presented. In the Middle School examination, 20 candidates passed, out of 55 examinees. The results of the Upper and Lower Primary examinations were satisfactory. In the Bombay School of Art examination, 9 students, out of 30 presented, obtained 1st grade certificate, and one student, out of 6 presented, a 2nd grade certificate. Drill and gymnastics are regularly practised. The Head Master, Mr. Raja Babu Dutt, was dismissed for misconduct. Mr. Nanak Chand, B. A., Professor of the Jubbulpore College, was appointed in his place.

Hoshangabad High School.

51. The figures are as follows :—

Department.	Number on the rolls.		Average attendance.		Fees.		Passed by prescribed examination.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
					Rs.	Rs.		
High school ...	...	11	...	8	...	36	...	...
Middle school ...	111	127	86	76	429	595	9	7
Upper Primary. English ...	59	39	48	47	221	282	24	24
Upper Primary. Vernacular ...	172	165	146	124	160	242	44	13
Total ..	342	342	280	255	810	1,155	77	44

A High School Department was added to this school in December last, and a preparatory class of 11 boys was opened. The people of the Hoshangabad

District subscribed sum of Rs. 25,000 for the erection of a building for the High school. The increase in the cost of the staff is expected to be met from the enhanced fee receipts. The results of the various examinations were as follows :—

Middle school, 7 passed out of 24 presented.
Upper Primary, 24 passed.
Lower Primary, 13 passed.

Drawing has not made so much progress as in the other High schools, owing to the difficulty of obtaining a properly qualified Drawing master. This has, however, recently been remedied by the appointment of a master who has passed the Bombay School of Art examination in the 2nd grade. Drill and gymnastics are well taught. Discipline, which was lax under the former Head Master, is reported to have much improved. A boarding-house for the students who will join the new High School Department is a great desideratum.

High School, Raipur.

52. The statistics are as follows :—

Department		Number enrolled.		Average attendance.		Fees.		Passed by prescribed examination.	
		1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
High school ...		32	44	24	33	365	776	6	3
Middle school ...		197	162	159	155	838	1,289	29	21
Upper Primary	English ...	105	80	99	78	466	470	70	44
	Vernacular	201	441	152	320	128	529	15	60
Lower Primary ..		303	31	262	28	256	26	63	82
Total ...		838	758	696	614	2,053	3,090	183	210

There is a small decrease in the strength and average attendence of the school, but less than might have been expected, considering the epidemic of disease that prevailed in the town during the year. It is noticeable that the Fee receipts have, under the new rules, increased by over Rs. 1,000, or by 50 per cent. For the Matriculation examination 15 candidates appeared, and 3 only passed. In the Middle School examination, out of 42 candidates presented, 21 passed. The results of the Upper and Lower Primary examinations were fairly satisfactory. The general results may be regarded as satisfactory, regard being had to the fact that the school suffered, during the year, from constant changes in the staff of masters. Drawing and manual training receive careful attention.

The Head master writes :—"The effects of drawing are perceptible in the "greater neatness of the copy books, and manual training is removing sloven-"liness and making the boys more careful and exact." More attention is paid in this school to discipline and manners and to physical training than in, perhaps, any other school of the Provinces, The Head Master reports that "clean "and neatly dressed students are marked as passed in the habits of cleanliness, "and the conduct books are carefully filled in by the masters, every month."

"The students are examined in drill and gymnastics by a committee of masters. "In this way, we hope to see a manly spirit developed in the minds of the stu- "dents, and moral courage, self-respect and independence spring up, to drive "out sloth and inactivity."

Sambalpur High School.

53. The comparative figures are given in the following table.

Department.	Number enrolled.		Average attendance.		Fees.		Passed by prescribed examination.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
					Rs.	Rs.		
High school ...	20	18	17	15	330	431	3	1
Middle school ...	107	101	73	71	389	591	10	6
Upper Primary ...	44	52	31	40	171	255	25	34
Lower Primary ...	131	149	90	107	72	88	88	29
Total ...	302	320	211	223	962	1,365	126	70

There has been a slight decrease in numbers and attendance in the High and Middle School departments, but a considerable increase in Fee receipts. The decrease is probably attributable to the new Fee Code, but I think that it is only temporary. The results of the Matriculation examination were very discreditable, only one candidate passing. The passes in the Middle School and Upper Primary examinations were as follows :—

			1890-91.	1891-92.
Middle school	...	...	10	6
Upper Primary	...	...	25	34

Drawing is well taught by a competent master. Physical training continues to receive attention, and the general tone and discipline of the school were satisfactory.

High School attached to the Hislop College, Nagpur.

54. The statistics are compared below :—

Department.	Number enrolled.		Average attendance.		Fees.		Passes.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92
					Rs.	Rs.		
High school ...	102	129	109	151	565	1,576	21	24
Middle school ...	101	64	64	65	296	420	17	11
Upper Primary ...	57	51	31	41	93	163	35	56
Lower Primary ...	242	237	186	215	353	362	61	82
Total ...	502	481	390	472	1,307	2,521	134	173

There is a small decrease of 21 pupils in the number enrolled, but this is more than compensated by an increase of 82 in average attendance. It is satisfactory to note that the fee receipts, under the new rules, have nearly doubled. The results of the Matriculation examination are this year again satisfactory. In the Middle school examination 25 candidates appeared, and 11 passed. The results of the Upper and Lower Primary examinations were also good. The advice of the Department has received careful attention. Drawing is excellently taught, and I understand that steps are being taken to introduce physical training, a matter which has hitherto been much neglected.

City Aided High School, Nagpur.

55. The figures are shown below —

Department.	Number enrolled.		Average attendance.		Fees.		Passes.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
					Rs.	Rs.		
High school ...	165	140	147	166	1,224	1,070	27	23
Middle school ...	191	237	166	189	673	673	46	35
Upper Primary ...	93	59	82	71	179	210	61	27
Lower Primary ...	368	327	342	291	368	384	57	45
Total ...	817	763	737	717	2,444	2,337	191	130

There is a decrease of 54 in the number enrolled, and a loss of 20 in average attendance. The decrease in Fee receipts is attributed to the decline in strength of the High School Department. 23 students passed the Matriculation examination, as against 27 last year. In the Middle school examination 35 passed, out of 55 presented. The Upper Primary results, conducted under the new rules, were not so good as could be wished. Drawing is taught by a competent master, and drill and gymnastics receive some attention, but the instruction is too partial. The school is well managed and well taught, but most indifferently housed, the class rooms being dark, damp and ill-ventilated. The managers are, however, taking steps to improve the building.

Mission High School, Seoni-Chhapara.

56. The figures are given in the following table:—

Department.	Number enrolled.		Average attendance.		Fees.		Passes.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
					Rs.	Rs.		
High school ...	12	10	11	9	50	40	1	...
Middle school ...	15	18	17	17	58	51	2	2
Upper Primary ...	12	27	12	24	18	22	7	14
Lower Primary ...	154	131	101	96	36	23	24	30
Total ...	193	186	141	146	162	136	34	46

There is a slight decrease in numbers and attendance. The fee receipts have also declined, which is accounted for by the fact that the Manager failed to introduce the new fee rules until late in the year. In the Middle School examination 2 passed, out of 4 presented. The Upper and Lower Primary passes afford evidence of improved vernacular instruction. Drawing has been introduced, and the improvement in physical training is satisfactory. This school, *qua* High school, can hardly be considered a success. So far as middle and primary instruction is concerned, it is in fair order. The Government grant is given to it, as a Middle and Primary school only.

Christ Church Mission, High School, Jubbulpore.

57. The statistics are compared below :—

Department.	Number enrolled.		Average attendance.		Fees.		Passes.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1880-91.	1891-92.
High school ...	43	45	34	35	237	276	3	7
Middle „ ...	118	76	89	70	195	280	13	18
Upper Primary ...	112	99	60	44	53	123	34	43
Lower „ ...	702	620	499	511	469	439	94	97
Total ...	975	840	682	660	954	1,118	144	165

The strength of the school has decreased by 135, a fact which is attributed to the enforcement of the new fee rules.

I trust that this decline in numbers is only temporary. The fee receipts have increased from Rs. 954 to Rs. 1,118. The results of the Matriculation examination were creditable—7 candidates having passed, out of 13 presented. Drawing is well taught, and manual training, object lessons and Kindergarten instruction receive attention. Drill and gymnastics, which are taught by a sepoy, show great improvement. The tone and discipline of the school were good. The Manager is, I am glad to say, taking steps to provide a boarding-house.

Hitkarni Sabha, High School, Jubbulpore.

58. The figures are as follows :—

Department.	Number enrolled.		Average attendance.		Fees.		Passes.	
	1890-91	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
High school ...	...	26	...	20	...	314	...	...
Middle „ ...	138	140	118	128	604	522	31	18
Upper Primary ..	89	80	78	71	202	253	44	44
Lower „ ...	242	218	160	156	181	189	50	53
Total ...	469	464	356	375	987	1,278	125	115

This institution was also raised to the status of a High school, during the year, and a preparatory class was opened with 26 pupils. The number on the rolls was 464, as against 469 in the previous year. Fee receipts have risen from Rs. 989 to Rs. 1,278. There would have been a larger increase in these receipts, if the Manager had introduced the new rules at the beginning of the year. The results of the various examinations were satisfactory. Drawing has been introduced, but hardly receives sufficient attention. Gymnastics are regularly taught. The school-house is, perhaps, the worst in the Provinces, being badly lighted, badly ventilated and overcrowded. I trust that the Committee will endeavour to secure a more suitable building for so large and flourishing a school.

Anjuman Islamian, High School, Jubbulpore.

59. The statistics are given in the following table :—

Department.	Number enrolled.		Average attendance.		Fees.		Passes.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
High school ...	...	7	...	6	...	61	...	...
Middle " ..	62	61	45	42	108	163	4	5
Upper Primary ..	32	27	18	25	37	75	11	20
Lower " ...	138	74	118	110	68	61	16	22
Total ..	232	169	179	183	213	360	31	47

This institution has, during the year, been raised to the High school grade. Though the number on the rolls has decreased, the average attendance has improved. Fee receipts, under the new rules, have increased from Rs. 213 to Rs. 360. Drawing, manual training and Kindergarten instruction have been introduced. Drill and gymnastics receive due attention. The passes in the various examinations were satisfactory. The tone and discipline, as in most Mahomedan schools, were remarkably good.

Middle schools.

60. The number of middle schools classified according to the agency by which they are managed, is as follows :—

		No.
1.	Government schools	49
2.	Under the management of Local Bodies ...	129
3.	Aided	46
4.	Unaided	1
5.	Under the management of Feudatory States...	12

Anglo-vernacular Middle schools have increased in number by 1, but show a decrease of 231 in strength. Vernacular Middle schools exhibit a decrease of 7 in schools, and of 110 in pupils. The decline is attributed to the operation of the new fee Code, but is, I believe, merely temporary. All the important schools have been provided with physical science apparatus, mainly by private subscriptions. The services of the itinerant instructors in physical science have been dispensed with, their work being finished. Most of the masters in Middle schools have been put through a course of instruction by those officers, and are now fairly competent to teach physical science. The instruction in this subject has been made as practical as possible, by requiring the students to perform the experiments with their own hands. Drawing continues to

receive as much attention as in previous years. All Middle schools are now provided with certificated Drawing masters. The subject is very popular with both parents and pupils, and requires little encouragement. The new scheme of the Upper primary examination has necessitated the attachment of Upper primary (4th Vernacular) classes to Middle schools, because, as explained above, under the Upper primary examination scheme, a pass in that examination is a condition of admission to an English school. Arrangements are accordingly being made to attach 4th vernacular classes to the branches of Middle schools. This will improve vernacular instruction, as boys who do not wish to study English, will now have an opportunity of carrying on their vernacular studies beyond the Lower primary standard. Instruction in object lessons has improved, most schools being supplied with a good collection of common objects for purposes of illustration. The book on object lessons to which I alluded in last year's report will shortly be in the press. Manual training, or rather a branch of it *viz.* paper-cutting and folding and card-board work, is taught in most middle schools. One of the pleasantest features of our schools is the school garden. Most schools, especially those at Bhandara and Seoni, have excellent gardens, and the skill and taste shown by the boys in working out ornamental designs in their little plots show that gardening is popular. Physical training, *viz.* drill, gymnastics and native games, continues to receive due attention. The Inspector of Schools, Southern Circle, writes :—

> " The advantages of the training are evident in the improved physique and bearing of our school boys, whilst the habit of obedience to the word of command is reflected on the internal discipline of the school."

The Annual inspection of every school ends with an exhibition of drill and gymnastics, for which prizes are offered. At each school conference, also, prizes are given for proficiency in athletics.

As regards moral training, the new system of conduct books, above alluded to, if properly worked, should have a salutary effect on conduct and discipline.

The results of the Middle school examination of the more important middle schools are given below :—

No.	Name of school.	Number sent up.	Number passed.	No.	Name of school.	Number sent up.	Number passed.
	Under Public Management.						
1	Middle school, Bilaspur ...	11	2	17	Middle school, Wardha ...	23	16
2	Do. Murwara ...	10	8	18	Do. Hinganghat	11	2
3	Do. Narsinghpur ..	19	5	19	Do. Arvi ...	8	3
4	Do. Gadarwara ...	12	4	20	Do. Chanda ...	25	19
5	Do. Sohagpur ...	13	5	21	Do. Warora ...	4	1
6	Do. *Hoshangabad	24	7	22	Do. Bhandara ...	32	9
7	Do. Seoni-Malwa ...	9	3	23	Do. Katol ...	4	4
8	Do. Harda ..	20	6	24	Do. Betul ...	11	2
9	Do. Khandwa ...	21	12	25	Do. Chhindwara ...	15	8
10	Do. Burhanpur ..	15	8	26	Do. Badnur ...	10	4
11	Do. Hatta ...	7	2	27	Do. Seoni-Chhapara..	8	5
12	Do. Damoh ...	12	5	28	Do. Burha ...	8	7
13	Do. Umrer ...	13	4	29	Do. Multai ...	6	2
14	Do. Ramtek ...	11	8	30	Do. Dhamtari ...	3	1
15	Do. Kamptee ...	16	6	31	Do. Khurai ...	4	3
16	Do. Khapa ...	2	2				

* Now High school.

No.	Name of school.	Number sent up.	Number passed.	No.	Name of school.	Number sent up.	Number passed.
	Under Private Management.						
1	Sadar Bazar Mission school, Jubbulpore	11	2	7	New English school, Nagpur...	14	8
2	*Hitkarni Sabha school, Jubbulpore	45	18	8	M. E. Mission school, Kamptee.	7	1
3	*Anjuman Islamia „ „	10	5	9	Native Institution, Nagpur ...	14	4
4	Jagannath Middle „ Mandla.	12	11	10	English school, Deoli ...	6	2
5	Andra Sabha „ Nagpur ..	6	2	11	Feudatory school, Rāj-Nandgaon	4	1
6	Sitabaldi Grant-in-aid school, Nagpur.	10	6				

* Now High school.

Very few of the schools have done well. The general failure is mainly due to the raising of the standard for a pass in language subjects, from 33 per cent to 40 per cent of the maximum marks. The standard was also slightly raised in other subjects. The raising of the standard was considered necessary, as experience showed that the students who passed the examination under the old rules, were not fit to grapple with the difficulties of the Matriculation examination, at the end of a two years' course. Of schools under Public management, the 2nd grade middle schools, Burha and Katol, head the list. The only other schools under public management that have succeeded in passing more than half the number presented, are the following :—

1. Middle school, Murwara.
2. Do. Khandwa.
3. Do. Burhanpur.
4. Do. Ramtek.
5. Do. Wardha.
6. Do. Chanda.
7. Do. Chhindwara.
8. Do. Khurai.
9. Do. Seoni-Chhapara.

Of schools under private management, the Jagannath Middle school, Mandla, passed 11 out of 12, and the Sitabaldi Aided school, 6 of out 10 candidates.

B.—Primary Education.

Primary education.

61. The comparative statistics of Primary schools are detailed in the following table:—

Primary schools.	1890-91.										1891-92									
	Number of schools.	Number of scholars.	Average daily attendance.	Provincial.	Cess.	Fees.	Subscriptions and other sources	Total.	Total cost.	Cost to Government.	Number of schools.	Number of scholars.	Average daily attendance	Provincial.	Cess.	Fees.	Subscriptions and other sources.	Total.	Total cost.	Cost to Government.
Under Public Management.					Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.					Rs	Rs.	Rs.	Rs.	Rs. a. p.	Rs a. p.
Government ..	135	8,931	6,487	22,732	...	10,222	15,278	48,232	4 14 0	2 10 0	121	6,775	5,348	19,507	280	12,466	12,095	44,348	6 7 5	2 13 6
Local Fund and Municipal ...	644	41,989	27,378	24,261	92,020	13,554	7,251	1,37,086	3 5 11	0 9 4	659	43,499	29,082	34,939	81,009	18,507	10,389	1,44,844	3 5 10	0 12 10
Native States ...	98	5,967	3,528	...	...	334	13,828	14,162	2 8 3	...	134	7,696	4,369	...	5,084	507	9,617	15,208	2 0 11	...
Under Private Management.																				
Aided ...	452	20,882	13,173	22,987	4,319	9,618	27,175	64,099	3 2 6	1 2 1	503	22,968	14,627	18,342	7,968	10,892	30,497	67,699	2 15 9	0 12 11
Unaided ...	101	4,008	2,482	...	...	711	6,484	7,195	1 14 10	...	76	2,745	1,645	...	...	1,100	4,471	5,571	2 1 0	...
Total .	1,430	80,877	53,048	69,980	96,339	34,439	70,016	2,70,774	3 6 5	0 14 2	1,493	83,683	55,071	72,788	94,341	43,472	67,069	2,77,670	3 5 8	0 13 4

The number of Primary schools in the year under review was 1,493 with 83,683 pupils, as compared with 1,430 and 80,877, respectively, in the previous year.

The net increase in the number of pupils was 2,806, or nearly 3 per cent. In the Upper Primary department of Anglo-Vernacular schools, there is a decline of 603 pupils, which is to be attributed to the fact that, under the new Upper Primary scheme of examination, students have to pass the Upper Primary examination before admission into an Anglo-Vernacular school. The decrease is merely temporary, and will rectify itself by the end of the current official year. The classification according to the agency by which the schools are managed, is as follows :—

1.	Government schools ...	121
2.	Under the management of local bodies.	659
3.	Aided ...	503
4.	Unaided ...	76
5.	Under the management of Feudatory States ...	134

The most important change during the year was the introduction of the new scheme of the Upper Primary examination. Hitherto, the examination was conducted, in a loose and haphazard fashion, by inspecting officers, whenever they happened to visit a school. Little value was therefore attached to it. The examination should be important, because it represents the goal of the ambition of the majority of the students in this country, *viz.*, the end of the primary stage, just as the B. A. degree consummates the academical career of the collegiate student. With the object therefore, of enhancing the value and importance of the examination, and thereby stimulating primary education, it was decided on giving it a marketable value by making it—

1—the test for admission into Government Service for minor appointments ;

2—the condition of admission into an Anglo-Vernacular school ;

3—the test for awarding Middle school scholarships and prizes in agriculture and common objects.

With the view also of removing the objection to the examination, *viz.* that, owing to the standard varying with each examiner, it lacked uniformity, the system of holding the examination at different centres in each district, under a board of examiners, was adopted. The boards of examiners were composed partly of officials and partly of non-officials, such as members of Local Boards and leading malguzars. The object of introducing the non-official element was to popularize the examination with the people, by inducing them to take part in it. One of the most important changes was the making the examination the test for admission into an English school. Hitherto, admission to an English school was made from the Lower Primary classes. Students were thus allowed to commence the study of English, before they had mastered the elements of their own vernacular. Under the new scheme, they cannot enter an English school until they have passed the Upper Primary examination from the 4th vernacular class. They, therefore, commence the study of English

at a more advanced age, and are better prepared to grapple with its difficulties. The scheme has, I am glad to say, proved a signal success. The results are compared below with those of last year :—

Year.		1890-91.	1891-92.
No. of passes	...	7,202	7,378

The Inspector of Schools, Northern Circle, reports—" It was thought that the people would object to allowing their children to leave home to attend the examination at the different centres ; but the valuable assistance of the School Committees in the matter of providing conveyance, food and lodging enabled the Deputy Inspectors to secure the attendance of a large majority of suitable candidates. The examination at each centre lasted four days, the last day being devoted to sports and gymnastics, the Committees and others interested supplying the necessary prizes. On the whole, this new departure has proved very successful, and the success is largely due to the exertions of the Deputy Inspectors, who deserve the thanks of the Department." I consider also, that great credit is due to the Inspectors themselves, upon whom the task of organizing the examination and arranging the details thereof, devolved. One of the most interesting features of the examination is the stimulus which it gives to out-door sports, and the pleasure the boys take in travelling to other villages, not to speak of the wholesome emulation between school and school, and the slight knowledge of the world, both masters and boys may gain from visiting other places and comparing notes with other schools. I consider the introduction of the pleasurable element into education as no small factor, in that it tends to popularize education with the people, and, in a measure, relieves the daily task of some of its monotony. The Inspector of Schools, Southern Circle, objects to the extra work that the examination throws upon Deputy Inspectors of Schools, in that it obliges them to neglect the examination of schools *in situ*. This, however, is counterbalanced by the undoubted advantages of the examination, and will be remedied when the new scheme for the strengthening of the inspecting agency comes into force Attention has been directed during the year to the backwardness of primary education in these Provinces. Mr. Thompson attributes this, in a measure, to the unpopularity of our schools, and that unpopularity he considers to be due—

(1) to the new fee rules ;

(2) that schools teach more than the people want ;

(3) that the hours of study are too long.

As regards (1), the rules have been relaxed, so far as the primary departments of Middle schools are concerned, which is the main cause of complaint. The rates for primary schools are, I think, sufficiently low. As regards (2), I think that the curriculum is too ambitious, and I intend to submit proposals for simplifying it. As regards (3), it is objected by parents in rural tracts that the 6 hours attendance in school, required by the rules, keep their children too long away from their work in the fields. I think that the hours of study might, with advantage, be shortened. Three hours, say from 7 to 10, should be sufficient in rural tracts, and would enable the boys to spend the rest of the day in field work. Proposals to this effect will be submitted. I consider, however,

that the results aided school spontaneously started by the villagers themselves, and teaching nothing but reading, writing, arithmetic and perhaps drawing, is more likely to be popular with the people. Such schools are less bound by iron rules; three hours daily attendance are all that is required in the Code, and there is less expense in the way of copy books, drawing materials, &c. I regret to say that this kind of school has hitherto, received little or no encouragement from the Department. The future extension of primary education, in my opinion, depends upon such schools. It is proposed to spend the sum given by the Chief Commissioner for primary education, on their extension. I think, however, that if primary education is to make any real progress in these Provinces, more money must be spent upon it. One of the main obstacles to the extension of primary education is the provision of teachers. The indigenous School-master, the back-bone of the village school, does not exist in these Provinces. We are therefore obliged to obtain our primary School-masters from the dregs of Middle or Vernacular schools. They are generally, as in the Bhandara district, youths who have passed the Upper Primary examination. They are raw, untrained, and barely competent to teach even the small modicum of reading, writing and arithmetic required. The students trained in our Normal schools are too expensive an article for ordinary results schools. I agree, therefore, with Mr. Thompson in thinking that there should be in each district, a training class attached to some good central vernacular school in which village school-masters might undergo a short course of training for, say six months. This system prevails in the Sambalpur district, and has been attended with success. With regard to the state of primary education generally in these Provinces, satisfactory progress appears to have been made. District Council schools are ordinarily well housed and well managed, and provided with playgrounds and gymnasia. School gardens are to be found in most schools, especially in the Bhandara district. They serve the purpose of providing the boys with healthy occupation, out of school hours. Progress has been made in drawing and manual training. Drill and gymnastics are regularly practised. School conferences have been held in nearly every district. Instruction in methods of teaching, in drawing and other subjects was given, at each conference, and contests in drill and gymnastics held. The Inspector of Schools, Southern Circle, remarks—"the external arrangements and the internal economy "of our schools astonish officers newly arrived from other Provinces, such as the "Deputy Commissioner of Bhandara, who it seems, has not been accustomed "to find such neatness, order and discipline in the schools of other Provinces."

Middle School scholarship examination.

62. The figures of the Middle Scholarship examination, determined on the results of the Upper Primary examination, were as follows:—

Southern Circle	...	... 35
Northern Circle	...	... 26
Eastern Circle	...	... 14
	Total	... 75

63. The results of the examination for prizes in common objects and agriculture also, awarded on the results of the Upper Primary Examination, are detailed below:—

Prizes in agriculture and common objects.

	Common objects.	Agriculture.
Number appeared	8,897	7,912*
Number passed	5,597	4,752

64. The state of education in the Feudatory States is compared in the following table :—

Education in the Native States.

Feudatory States.	Area.	Population.	Schools.		Pupils.		Increase.		Decrease.	
			1890-91.	1891-92.	1890-91.	1891-92.	Schools.	Scholars.	Schools.	Scholars.
Raigarh ...	1,486	167,756	11	11	634	727	...	93	...	...
Sarangarh ...	540	83,230	15	15	931	915	...	...	...	16
Patna ...	2,399	329,855	22	24	1,475	1,495	1	20	...	...
Kalahandi ...	3,745	325,993	20	27	1,167	1,361	7	194	...	...
Kawardha ...	887	91,783	16	16	863	867	...	4	...	...
Sakti ...	115	25,369	3	3	196	170	...	...	...	26
Khairagarh ...	940	181,132	8	8	458	539	...	81	...	...
Rajnandgaon ..	905	184,112	21	24	1,350	1,932	3	582	...	...
Chhnikhadan ...	174	36,131	1	2	104	110	1	6	...	...
Bamra ...	1,988	104,393	13	23	338	380	10	42	...	...
Rehrakhol ..	833	20,334	2	2	73	40	...	..	...	33
Sonpur ...	906	195,532	11	11	474	588	...	114	...	...
Bastar ...	13,062	310,840	7	18	297	772	11	475	...	...
Kanker ...	639	82,449	5	6	360	516	1	156	...	...
TOTAL ...	15,557	2,138,909	165	190	8,720	10,412	34	1,692	...	...

It is satisfactory to note that schools in the States, which are under regular inspection, have increased by 12, and pupils enrolled, by 938. The figures of 5 States which are not regularly inspected, *viz.*, the following, are not included in the Annual returns :—

	Schools.	Pupils.
Bamra ...	23	380
Rehrakhol ...	2	40
Sonpur ...	11	588
Bastar ...	18	772
Kanker ...	6	516
	60	2,296

As observed above, a scheme for the re-organization of the inspecting agency has been sanctioned by the Chief Commissioner. The scheme involves the appointment of an Assistant Inspector and five additional Deputy Inspectors of Schools, for the Chhattisgarh Division. This will provide each Feudatory State and Zamindari with adequate inspection. When the scheme comes into operation, I anticipate a rapid advance in primary education in Chhattisgarh. One of the main difficulties is to obtain teachers, but this has been met by the system devised by Mr. Mitchell, Inspector of Schools, Eastern Circle, *viz.*, the establishment at the Head-quarters station of each Feudatory State and Zamindari of a Vernacular Middle school, in which students are trained as teachers.

SECTION V.—School Education—Special.

Training schools for Teachers.

65. The following table gives the comparative statistics of these institutions :—

	Names.	Number of students at the close of the year.		Students certified or promoted.		Average daily attendance.		Total cost.		Cost of educating each pupil.	
		1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92	1890-91.	1891-92.
								Rs.	Rs.	Rs. a. p.	Rs. a. p.
For men.	Secondary schools for teachers ...	14	17	25	25	13	14	2,304	2,749	170 15 4	183 4 6
	Nagpur ...	29	16	25	30	25	31	7,825	9,542	289 13 8	284 13 4
	Jubbulpore ...	101	85	41	44	76	80	10,529	10,072	126 13 8	114 7 3
	Raipur ...	52	48	33	36	42	44	4,641	4,121	92 13 1	98 7 0
	Sambalpur ...	10	10	10	10	10	10	300	594	30 0 0	59 6 4
	Total ...	206	176	134	145	166	179	25,599	27,078	139 2 0	145 1 11
For women.	Jubbulpore ...	19	19	4	8	21	18	6,104	6,151	254 5 8	279 9 5
	Grand Total ...	225	195	138	153	187	197	31,703	33,229	152 6 8	154 9 0

Nagpur Training institution.

66. This institution has been under the charge of Mr. McGavin Spence, M. A., the Superintendent, during the year. Two sets of students of the class for the training of Secondary school teachers passed through the 6 months' course during the year. In July 1891, 14 were examined, of whom 11 passed, and in January 1892, 15 appeared, of whom 14 passed, two obtaining certificates of the Collegiate grade. The results of the examination of the primary grade of Vernacular School Masters were as follows :—

		Presented.	Passed.	Failed.
Primary grade, 3rd class	...	22	16	6
Primary grade, 2nd class	...	8	8	...

The above results are very creditable to the teaching staff. In the Bombay School of Art examination, the candidates from the institution achieved a very satisfactory measure of success. For First grade certificates, 13 out of 20 passed, and for Second grade certificates, 1 out of 7. Two important changes have been introduced during the year. The course of training for Secondary school teachers has been extended from 6 months to 1 year, and the curriculum for the primary grade has been revised, so as to bring it into general accord with the ordinary school curriculum. The first change was necessitated by the fact that it was found impossible to teach the course in so short a time as 6 months. The course involves some acquaintance with the psychology and history of education, as well as methods of teaching. The experience of two years proved that the students could not gain a proper grasp of those subjects in less than a year's study. Some slight modifications were made in the course, *vide* Appendix D.

The inconvenience of the present boarding-house in which the institution is located, the incommodious and insanitary state thereof, the difficulty of maintaining the monitorial system, and the fact that no proper practising department could be obtained, were brought to the notice of the Administration, and it was decided to remove the institution to the old Military lines at Takli. I regret to say that the students of the primary grade, 3rd class, refused to sign the usual agreement to serve in the Education Department for 2 years, alleging as their reason for refusal that they objected to the Takli site, as being too remote from Nagpur City. They were accordingly dismissed. It has been remarked that the insubordination of the students is a sign of the growth of a spirit of indiscipline. I do not regard it as such. It is extremely improbable that the incident was the spontaneous act of the students themselves. They were more probably prompted to it by some person or persons who should have used their influence in the direction of discipline and obedience to authority. In addition to the necessity of providing more suitable accommodation, one of the main objects of taking up the Takli site was to locate therein the students of the Training Institution, and the students of the Engineering and Agricultural classes, so as to form the nucleus of a Technical Institute. It has not been found practicable to work out the scheme at present, but I trust that arrangements may be made to carry it into execution, at some future time. Forty-four masters from District schools attended the institution during the year, for a special course of training in drawing, manual training, drill and gymnastics. The course was for 3 months only. The progress made was satisfactory.

Jubbulpore Normal School.

67. There were 92 students under instruction at the end of the year, as against 101 in the previous year. The results of the teachers' certificate examination were as follows :—

		No. presented.	No. passed.
Primary grade, 2nd class	...	21	14
Primary grade, 3rd class	...	33	30
Total	...	54	44

These results may be considered satisfactory. In the Bombay School of Art examination, the results were as follows :—

1st Grade.

Number appeared	...	27
„ passed.	...	13

2nd Grade—Nil.

Drawing has received much attention during the year. One of the class rooms has been fitted up as a drawing school, the walls being decorated with specimens from the Indian Art Journal and other Art Magazines, as well as sample of the best work done by the students themselves. The alterations, fittings and carpenters' work, were done by the students themselves. Drill and gymnastics have been systematically taught. The boarding-house, which contained 66 students at the end of the year, has been much improved in point of discipline and cleanliness, by the introduction of the monitorial system. The general management of the institution is creditable to the Superintenent, Mr. Mahadeo Yeshwant Dole. Numbers and attendance have, I am glad to say, improved in the Practising Department, which was a weak point in the institution.

Raipur Normal School.

68. The number enrolled was 48, as against 52 last year. Forty-four candidates appeared for the teachers' certificate examination, of whom 36 passed, a result which is a considerable improvement on that of the previous year. The results of the Bombay School of Art examination were most unsatisfactory, no student having obtained a certificate.

The Kindergarten system continues to be well taught, and some of the branches of Manual training have been introduced. Drill and gymnastics are taught by a special instructor, and object lessons receive attention. The boarding-house attached to the institution is reported to have been well managed during the year.

Female Normal School, Jubbulpore.

69. The number of students enrolled at the end of the year was 19, as compared with 19 in the previous year. Nine of them were wives of students studying in the Male Normal school. The students come entirely from the districts comprising the Northern C rcle. It is to be regretted that neither the Southern nor the Eastern Circles were represented. Ten candidates appeared for the annual teachers' certificate examination, of whom 8 passed, which is a greater measure of success than has been achieved in previous years. The passed candidates all obtained immediate employment. Considerable progress has been made in drawing and in Kindergarten instruction. Needle-work continues to receive attention. The singing of action songs was a pleasing feature in the school. The practising class still remains in an unsatisfactory condition, owing to the paucity of the numbers. The class has, however, been strengthened by the admission of little boys.

Sambalpur.

70. There is no special training class for Uriyas. Ten stipendiary scholarships are given annually for those who wish to qualify as teachers. For each pupil who passes, a bonus of

Rs. 30 is awarded to the master from whose school he has passed. Ten bonuses of Rs. 25 each are awarded, annually, for the training of non-stipendiary students. Ten pupil teachers and 23 non-stipendiary students obtained certificates. In addition to the above, 21 students, trained in Vernacular Middle schools in Native States, obtained certificates as teachers.

The Engineering class, Nagpur.

71. The number enrolled at the end of the year was as follows :—

Senior class	...	...	4
Junior class	...	...	8

The final examination of the Senior class was held at the end of April 1891. Of nine candidates, five passed and obtained certificates as sub-overseers. One failed in estimating, and was required to study for a further period of 6 months. The five successful candidates were appointed as sub-overseers in the Public Works Department. Of the unsuccessful candidates, two have obtained employment in the Works establishment in the Kanhan Division, and one in a Municipality of the Wardha district. The facility with which the candidates obtained employment would seem to show that there is a demand for men trained in Engineering, and should have made the class popular. Such, however, is, I regret to say, not the case. The greatest difficulty is experienced in obtaining suitable candidates, a fact which is mainly due to the superior attraction of the Arts course. Hitherto, High school scholarships, tenable by students who had passed the Middle school examination, were held in the institution. The Superintendent complained of the defective education of such students, and of their inability to grasp the subjects taught. It was pointed out that youths, who had passed the Middle school examination, did not receive a sufficient general education to enable them to cope with subjects of a technical character. The Middle school examination is too early a stage to justify a bifurcation of studies. A change was accordingly introduced by which certain scholarships are awarded on the results of the Matriculation examination and are tenable in the Engineering class. This will, I have no doubt, tend to improve the quality of the students and generally to raise the standard of the institution. Mr. Prayag Das was in charge of the institution until December last, when he reverted to the Department Public Works, and was succeeded by Mr. Krishnaji Hari Datay. The main part of the work of the year and the results are, therefore, due to the former. Mr. Datay has only been a short time in charge, but has shown great aptitude for the work. The instruction continues to be as practical as possible. The students were taken out to inspect important works in progress in Nagpur. Surveying and estimating were carefully taught, and more attention has been paid to drawing.

Agricultural Class, Nagpur.

72. The number on the rolls at the end of the year was as follows :—

Senior class	...	13
Junior class	...	9

Twenty students are Hindus, 16 of whom are Brahmins, one is a Mahomedan, and one a Native Christian.

The annual (1st year) and final (2nd year) examinations were held in March. In the annual examination all the students qualified, and in the final examination 10 out of 13 were successful, and were awarded certificates. The

examinations were conducted by Mr. Fuller himself, assisted by Professors Bremner and Robertson of the Hislop College, and Messrs. Swiney and Mahalaxmiwala.

The expenditure aggregated Rs. 2,756-12-2, as detailed below :—

	Rs.	a.	p.
Principal	600	0	0
Lecturer on Agriculture	1,200	0	0
Servants	104	8	0
Furniture, maps and books	42	13	6
Building repairs	37	4	9
Chemicals and apparatus	440	5	3
Miscellaneous	331	12	8
Total ...	2,756	12	2

The average cost of educating each pupil was Rs. 66-7-4, as against Rs. 77-15-3 in the previous year.

The subjects of instruction were as follows :—

Theory and principles of Agriculture.
Elementary Chemistry.
Botany.
Geology.
Elementary Anatomy, Physiology and the elements of Veterinary Surgery.
Land Surveying.
Drawing.

The instruction was thoroughly practical. The Principal reports that the students were allotted separate plots of ground on which they grew their own crops. All the operations, from the preparation of the ground and sowing, to the threshing of the crops, were done by their own hands, without any assistance. Owing to the unfavourable character of the season, the crops were not very successful, the outturn being only Rs. 66 as against Rs. 80, in the last year. The crops were also, to some extent, damaged by cattle, there being no fence round the plots. The money realized was distributed amongst the students. The boarding-house attached to the institution was occupied by 7 students. As regards discipline, I regret to report that at the beginning of the year a spirit of insubordination showed itself, the students refusing to engage in certain farm operations, on the ground of caste prejudice. They left the class in a body, and remained absent for several days. On being threatened, however, with expulsion, they submitted and agreed to do the practical work required of them. The Veterinary Dispensary attached to the institution has proved a signal success. The number of cases treated during the year was as follows :—

	No.
Horses	144
Cattle	442
Dogs and other animals ..	204
Total ...	790

752 cases were discharged as cured. Besides the above, 6 horses were examined for certificates of soundness, and 11 *post mortem* examinations were held. The total number of cases treated in the previous year was 160 only. This shows the increasing popularity and usefulness of the Dispensary. As observed in last year's report, Dr. T. A. Voelcker, when he visited the class, pronounced it to be "the best Agricultural class" he had met with in India.

The Normal class for the training of village school-masters in the proper method of teaching Fuller's Agricultural Primer, which has been prescribed as a compulsory subject in rural primary schools, was opened in June last. The first batch, consisting of 30 masters from the different districts of the Provinces, joined in June, and left the class in October. They appeared for examination in October, and 27 students passed out of 29 presented. The second batch, 33 in number, joined in November 1891, and were examined at the end of March 1892. 27, out of 33 examinees, passed the prescribed standard. Of the 63 students in the two batches, 22 were Brahmins, 38 Sudras and 3 Mahomedans. The students were, every now and then, taken round the Experimental farm and shown the operations and experiments carried on thereon. Each student had a separate plot of ground allotted him for practical gardening. A few practical lessons on Veterinary surgery were also given, in the Dispensary. I visited the class several times, and was glad to find that the students appeared to take a keen interest in the lessons given them, especially on the practical experiments. The class is still in the experimental stage, but so far as can be judged from a year's work, it may be regarded as a success.

Law Class, Jubbulpore.

73. There were 39 students on the rolls, as compared with 32 last year, the average attendance being 65 per cent. The fee receipts have decreased from Rs. 549 to Rs. 514-8-0. The fee income, at the rates charged, should amount to Rs. 1,404. The Principal explains that, pending the settlement of the question of the affiliation of the College in Law to the Allahabad University, it was decided not to demand fees from the students, as, had the College not been so affiliated, their course of study would have been useless. The affiliation in Law to the Allahabad University has now been effected, and steps will be taken to recover the arrears. This will be accomplished without difficulty, as no student can appear for the University Examination, without a certificate to the effect that his fees have been paid in full. The usual course of lectures has been delivered by the lecturers in Law.

Law Class, Morris College.

74. There were 43 students on the rolls at the end of the year as compared with 57 in the previous year, the average attendance being 30. 139 lectures were delivered during the year by the lecturers, Mr. J. Fraser, Barrister-at-Law and Babu A. K. Chowdhari. The fee receipts amounted to Rs. 1,674, half of which was paid into the treasury as the Government share of the fees, the other moiety being credited to the Morris College. Five students appeared for the B. L. examination, of whom one passed.

SECTION VI.—Female Education.

Comparative Statement of Girls schools.

75. The following is an abstract of the Comparative Statement of the education of girls given in Appendix E :—

Class of schools.	Schools.		Scholars.	
	1890-91.	1891-92.	1890-91.	1891-92.
Secondary schools ...	7	8	238	278
Primary schools ...	128	135	5,561	5,712
Total ...	135	143	5,799	5,990

From the above it will appear that schools have increased by 8, and scholars by 209. The main obstacle to the progress of female education in these Provinces is the lack of teachers. The Jubbulpore Female Normal—our only school for mistresses—barely supplies the wants of the Northern Circle. The Inspector of Schools, Southern Circle, reports that "teachers are urgently wanted for Balaghat, Adegaon and Dhuma; but the Normal School, Jubbulpore, is unable to supply a single mistress, because, it is urged, mistresses refuse to work in this Circle, and also, because this Circle provides few candidates for training." The scheme of training a few mistresses in the Mission Girls' school, Nagpur, alluded to in the report of last year, fell through, as the Mission were unable to undertake the work. Ultimately, it will doubtless be desirable to establish a training school for mistresses at Nagpur. In the meanwhile, however, funds are needed for a more important matter, *viz.*, the extension of primary boys' education. The Mission Girls' school, Seoni, has much deteriorated, and is in a moribund condition. Proposals are being made to hand it over to the Seoni Municipality. The Girls' school, Balaghat, is also in bad order. Owing to the opening of another girls' school in opposition to the Mission Fort Girls' school, Nagpur, the latter had suffered in numbers, though not in instruction or efficiency. The girls' school under the Mission at Bilaspur is doing good work. Increased attention has been paid to needle-work in most schools, and the Kindergarten system is fairly taught in schools which are provided with trained mistresses. On the whole, however, there is no general advance noticeable in female education.

Jubbulpore Zenana Mission.

76. This is the most successful and well managed institution for female education in the Provinces. The ladies of the Mission manage 8 girls' schools in the City of Jubbulpore and two in the adjoining village of Garha. Six are Hindi schools, one Bengali and one Urdu. The average number on the rolls was 305, and the average attendance 227. Fourteen girls passed the Upper Primary examination. The Mission also engages in Zenana work, which is perhaps the most important part of their duties. They fully recognize the fact, that owing to the system of early marriage, the School education of girls cannot be otherwise than merely nominal. They therefore, continue the work begun at school, by visiting the girls, after marriage, in their own houses, a system which appears to be

the true solution of the difficulty. They have in this way succeeded in establishing a large connection amongst the women in Jubbulpore, which increases year by year. The average number of pupils educated, in their own houses, has increased from 166 last year to 180. Besides grants for schools, the Mission receive a special grant for Zenana work.

Nagpur Zenana Mission.

77. This is a branch of the Free Church of Scotland society for female education. There is a Boarding-school and three Girls' schools in the City of Nagpur, all of which have been favourably reported on. The ladies of the Mission also engage in Zenana work.,

Hoshangabad Friends' Mission.

78. This society has a Girls' school in the town of Hoshangabad and an Orphanage in the Mission house. Both are well managed. Six girls passed the Upper, and three the Lower primary examination. Special attention is paid to needle-work and Kindergarten instruction. There is also a Zenana agency in connection with the Mission.

SECTION VI A.—EUROPEANS AND EURASIANS.

Schools for Europeans and Eurasians.

79. The statistics of these institutions are shown in the following table:—

Number.	Name of school.	Number of boys.	Number of girls.	Total.	Average number on roll.	Average daily attendance.	Matriculated.	Middle school.	Upper Primary.	Lower Primary.	Monthly grant.
											Rs.
1	St. Francis DeSales school, Nagpur ...	172	...	172	186	145	...	15	15	22	350
2	Bishop's school, Nagpur ...	68	44	112	118	91	...	4	7	9	250
3	St. Aloysius school, Jubbulpore	81	...	81	75	62	...	5	8	3	160
4	Convent school, Kamptee ...	4	90	94	96	8[illegible]	...	2	...	9	190
5	Orphanage school, Kamptee ...	18	13	31	28	23	...	...	...	...	50
6	Convent school, Nagpur ..	32	90	122	106	102	...	2	2	5	105
7	Do. Jubbulpore ...	10	122	132	128	104	...	5	3	7	270
8	Christ Church Girls' school, Jubbulpore ...	10	78	88	81	70	...	4	2	9	100
9	Christ Church Boys' school, Jubbulpore ...	32	...	32	31	28	...	2	2	3	90
10	Railway school, Khandwa ...	28	31	59	58	41	...	1	3	3	30
11	Do. Harda ...	16	20	36	32	27	...	...	...	4	30
12	Loretto Convent, Saugor ...	5	7	12	15	15	...	...	...	...	Unaided.
13	Railway school, Dongargarh ...	12	10	22	14	11	...	...	...	...	do.

The average number of students on the rolls was 968 as against 961, and the average attendance 801, as compared with 796 in the previous year. The Loretto Convent school, Saugor, which was temporarily closed, again appears on the list. The Inspector of European schools reports that Raipur and Bilaspur, both of which contain a considerable European population, are without schools. The provision of a school in Raipur is engaging the attention of the Revd. Dr. Fraser. In Sohagpur and Bina there are also European children, without any means of instruction. The general standard of instruction in the existing schools has been maintained. Drawing is taught in 6 schools, as against 4 last year. The introduction of a system of calisthenics into two girls' schools is worthy of note. Six infant schools are now provided with separate accommodation and separate teachers. Musical drill and action songs are good in all girls' schools. Kindergarten is taught in 4 schools. It is excellently taught in the Convent schools, Nagpur and Jubbulpore. The physical training of the pupils in boys' schools is generally fair. The boarding accommodation is adequate, except in the St. Aloysius school, Jubbulpore, in which, however, extensions are in progress. Hitherto the annual inspection of the different schools was entrusted to one officer, *viz.*, the Inspector of European schools. It was pointed out that this arrangement threw a great deal of extra labour on that officer, besides involving unnecessary expense in travelling allowance. A change was accordingly introduced, by which in future the annual test examinations will be undertaken by the Circle Inspectors concerned, whilst, with the object of preserving uniformity of standard, the quadrennial examination for grant will be conducted by the Inspector of European schools. The following are extracts from the reports of the Inspector of European schools :—

St. Francis DeSales' school, Nagpur.

80. "St. Francis DeSales' school continues to do excellent work. The Infant school has much improved. A separate school-room has been provided, a gallery erected, and musical drill introduced. In drawing, in music, in physical science, and object lessons, progress is satisfactory. Physical instruction had not received adequate attention at the date of the annual examination. The buildings fulfil the conditions of the Code, but structural repairs and alterations are still needed to make them in all respects convenient and suitable. The results of the annual examination and of a surprise visit paid to the school afterwards show that the management is careful, the instruction intelligent and the progress sound."

Bishop's school, Nagpur.

81. "This school continues to deserve the favourable report of last year. Financially the school is now on a sounder basis, as the grant-in-aid earned has been sanctioned, so that it has not been necessary to cut down the Head master's salary. The increased grant, with other contributions, has enabled the Committee to carry out urgently needed structural alterations and to improve physical training, which is now carefully attended to. It is hoped that drawing will be introduced and Kindergarten added to the attraction of the Infant school. The school, as a whole, has been successfully conducted during the past year."

St. Aloysius School, Jubbulpore.

82. "At the date of the annual examination the school was not in good order. The staff had been allowed to deteriorate, ordinary instruction had declined, discipline had become laxer than usual, physical training somewhat neglected and the Infant school still wanting in organization and suitable accommodation. Much

has been done to remove these defects since October; and when the additions to the buildings are completed, for which a Government grant has been sanctioned, the accommodation will be so enlarged and improved that it will be possible to put the Infant school in better order."

83. "Last year I had to report that the Managers of this school did not readily adopt the suggestions of the Department. I am glad to say, this is no longer the case. This school is generally in good order. Numbers do not increase, but the boys are carefully taught, and the results of the several comparative tests are satisfactory. The small number of passes at the Primary scholarship examination was owing to a small number of candidates, and not to failures."

Christ Church School for boys, Jubbulpore.

84. "All that was said of this school last year, might be repeated in this report. The Annual examination gave evidence of hard, persevering work on the part of the teachers, and steady application on the part of the pupils. Two girls passed the Middle Scholarship examination. This shows an improvement on the standard of instruction. Drawing has been introduced; the Infant school is well organised and taught; and the whole institution, in all its arrangements, is very complete. There is, perhaps, not too much mental work, but certainly too little physical training, and I am in hopes that the Managers will introduce some kind of exercises for the girls, as has been done with so much success in the Convents of Jubbulpore and Nagpur. The arrangements are very satisfactory, but, for the comfort and health of the resident pupils in the rainy season, it has become necessary to remove the terrace roof of the dormitory and replace it by a tiled one."

Convent School, Kamptee.

85. "This school continues to advance in numbers and efficiency. Pupils have increased from 95 to 122, and at the last Middle Scholarship examination, two girls passed. This shows an improvement in scholarship. The Infant school continues to be excellently managed, musical drill, action-songs and Kindergarten being good. A system of wand-drill has been introduced for the senior girls, which promises good results. Drawing has still to be introduced."

Convent School, Nagpur.

86. "An excellent system of calisthenics or wand-exercises has been introduced into the Convent school, Jubbulpore, during the year. The system is healthful, attractive and amusing, such as should be agreeable to the parents and beneficial to the girls. It gives the arms and limbs free play, develops the chest and strengthens the spine, and is a pleasant relaxation from the monotony of the class-room, a fact which is evident from the hearty interest the girls take in it. In other respects, there is nothing new to add to last year's report. The school is excellently managed and well taught, as is shown by the results of the standard examinations of the year. The excellent discipline, the cheerful demeanour of the girls, their anxiety to pass a good examination, and their tears over failures, the earnestness of the teachers and the motherly care of the Lady Superior, always made it a pleasure to inspect this institution."

Convent School, Jubbulpore.

87. "This school has improved in numbers, average attendance, and scholarship. It took a very creditable place at the last Middle Scholarship examination, one girl standing second on the list for the whole Province. The Annual examination also showed considerable improvement. The girls were better up to the several standards, the tone and discipline were good, the children being more cheerful and spirited than in former years. All the suggestions of the Department receive ready attention. Drawing has improved, and Object lessons are very good. This is with

Christ Church School for girls, Jubbulpore.

reference to the Main school. The Infant school continues to deserve commendation for discipline, Kindergarten and action songs, while the introduction of a kind of wand-exercises, which I hope will be extended to the higher classes, is a novel, pleasing and suitable variation of the dumb-bell (wooden) exercises of previous year. The development of the school and the provision of suitable appliances are retarded by financial difficulties, which seem now more acute than at any former period of the school's existence.

88. "There are 31 orphans in this institution, against 24 last year. The practical education of the boys has received a check by the discontinuance of the carpentry class. Instruction and boarding arrangements are satisfactory and suited to the class of children, who here find a training home."

The Orphanage, Kamptee.

89. "The transfer of parents, according to the requirements of the Railways, causes fluctutaions in the number of pupils. At the end of the year there were 59, against 71 in the previous year. The great want of the institution is a new school-house. Numbers have outgrown the accommodation to such an extent, as to endanger the health of teachers and pupils. The Managers have been warned that the accommodation must be improved. The school is in good order, and the instruction, with a limited staff, is satisfactory."

Joint-Railway School, Khandwa.

90. "There is some improvement in instruction, which is moderate; but discipline suffers from the want of a properly organised Infant class. The little ones, many of them pure Europeans, are full of life and energy; and there being no activities on which to engage them, they must be more or less boisterous, or else untrue to their nature, and this they are not, a fact which is painfully impressed on the Inspector at the time of examination."

St. Mathew's School, Harda.

SECTION VII B.—Mahomedans and Aboriginal Races.

91. The number of Mahomedan children of school-going age under instruction, as shown in paragraph 7 above, is 35·30 under boys, and 1·81 under girls. The figures show a slight decline of 46, in the strength of boys' schools, and an increase of 95, in the strength of girls' schools. The number of Gonds and other aboriginal tribes under instruction has increased from 1,754 to 1,946. The strengthening of the inspecting agency in the Chhattisgarh Division will, doubtless, lead to better results as regards the education of the aboriginal tribes. There is a Dher school at Hinganghat, and there are four results-aided schools for this class of the community in the Chanda district. It is, however, a matter of regret that the Dher schools at Deoli and Waigaon, in the Wardha district, have been closed. The Inspector of Schools, Eastern Circle, reports that a special school for Gonds has been opened at Junagarh, in Kalahandi.

Schools for Mahomedans and aboriginal races.

SECTION VII C.—Native Chiefs.

The Rajkumar School, Jubbulpore.

92. The names and age of the young Chiefs attending the school and the estates to which they belong are given below :—

No.	Names of boys.	Age.	Estates.
		Years.	
1	Bhanu Pratap	18	Imjhiria.
2	Niazuddin	21	Khuji.
3	Vishnu Datt	16	Sihora.
4	Ramchandra Deo	20	Patna.
5	Drig Pal Shah	15	Pagara.
6	Devi Prasad	18	Sihora.
7	Raghu Raj	13	Pandaria.
8	Sheo Barun Singh	13	Narsinghpur.
9	Gopal Singh	14	Umaria.
10	Indrapal Singh	11	Pendra.
11	Chhatra Pal Singh	15	Do.
12	Chhatra Shal Shah	14	Makrai.

There were 12 pupils on the rolls at the end of the year. Two of them, Niazuddin Khan of Khuji and Bhanu Pratap of Imjhiria, attended the classes of the Jubbulpore College; and two others, *viz.*, Ramchandra Deo of Patna and Vishnu Datt of Sihora, the Entrance Class. The institution has not been considered a success. Objections have been raised as to its locality, as being too remote from Chhattisgarh, from which most of the Feudatory Chiefs come. The management of the institution has, also, not been altogether satisfactory, and I understand that the question of its transfer to Raipur is under consideration.

SECTION VIII.—The Book Depôt and Press.

Book Depôt purchase, sale and stock.

93. The number of books bought and sold, their value, and the number of books on hand on the 1st April 1892, may be thus shown :—

Name of Depôt.	Number of books bought.	Value of books and paper bought.	Number of books sold.	Value of books sold.	Number of books on hand on 1st April 1892.	Value of books on hand on 1st April 1892.
		Rs. a. p.		Rs. a. p.		Rs. a. p.
Nagpur ...	436,693	34,301 12 10½	381,933	36,397 6 2	487,075	1,04,746 10 2

Book Depôt accounts.

94. The Book Depôt accounts are as follows :—

District.	Charges.	Amount.	Total.
		Rs. a. p.	Rs. a. p.
Nagpur ...	Establishment—Book Depôt ...	970 3 11	
	Contingencies ..	2,536 1 9	
	Purchase of books (a) ..	29,994 12 9	
	Books received from Press ...	1,561 3 3	
	Establishment—Press ...	912 0 0	
	Contingencies ...	61 15 6	
	Purchase of paper ...	...	36,036 5 2
Jubbulpore ...	Establishment—Book Depôt ...	...	
	Contingencies ...	176 9 0	
	Purchase of books from Nagpur, included in (a) ...	6,859 10 9	176 9 0
Raipur ...	Establishment—Book Depôt ...	...	
	Contingencies ...	...	
	Purchase of books from Nagpur, included in (a) ...	3,936 7 3	
	Total ..	...	36,212 14 2

District.	Receipts.	Amount.	Total.
		Rs. a. p.	Rs. a. p.
Nagpur ...	Book Depôt—The actual sums sent to Treasury were—		
	Cash ..	8,827 15 11	
	Treasury chalans ...	24,534 12 11	
	Prizes ..	...	
	Libraries ...	392 10 0	33,755 6 10
	Press—Cash sent to Treasury ...	289 12 8	
	Cost of books lithographed and made over to Nagpur Book Depôt ...	1,561 3 3	
	Treasury chalans on account of "Central Provinces News" ...	427 2 6	2,278 2 5
Jubbulpore ...	Paid into the Treasury and remitted to Nagpur by Treasury chalans included in (b) ..	7,863 1 8	
	Credit given by the Curator ...	173 6 6	
Raipur ..	Paid into the Treasury and remitted to Nagpur by chalans, included in (b)	3,668 2 9	
	Credit given by the Curator Nagpur ...	...	36,033 9 3
	Nominal deficit ...	...	* 179 4 11
	Total ..	...	36,212 14 2

(a) These are included in Rs. 29,994-12-9, and are therefore not re-added.
(b) Do. do. in Rs. 24,534-12-11 do. do.

The amount realized on account of sale proceeds of books belonging to the Government Book Depôt, Central Provinces, during the year under report shows an increase of Rs. 2,596-9-3. The amount of work turned out of the Press attached to the Government Book Depôt realized Rs. 1,561-3-3, during the year under report, as against Rs. 1,110-3-4, during the past year.

95. The books sent to other Presses for printing during the year under report are as follows :—

Books printed in non-Departmental Presses.

5,000	2nd Modi book ...	Chitra Shala Press, Poona.
178,448	Lithographed drawing cards, by Mr. Waman Rao Hardikar ...	Do. do.
1,000	Hindi Mensuration ...	Chandra Prabha Press, Benares.
20,000	1st Hindi book ...	Do. do.
20,000	2nd do. ...	Do. do.
10,000	Hindi Copy No. I ...	Do. do.
10,000	Do. No. III ...	Do. do.
5,000	Hindi Physical Science ...	Do. do.
500	Urdu Bhashantar Pathmala, Part I ...	Education Society's Press, Bombay.
800	Marathi Curricula, unmounted ...	Do. do.
1,200	Hindi Curricula, unmounted ...	Do. do.
5,000	Marathi Translation of Physical Primer of Balfour Stewarts ...	Do. do.
10,000	3rd Hindi book ...	Newal Kishore Press, Lucknow.
2,000	Hindi Bhashantar Pathmala, Part I ..	Do. do.
5,007	Hindi Copy book, No. II..	Datta Vijaya Press, Nagpur.
500	Central Provinces' Maps, in Marathi ...	By Mr. Janardhan Wasudeo Godbole of Bombay.
2,000	Uriya Reader, No. I ...	Orissa Mission Press, Cuttack.
2,000	Do. ,, II ...	Do. do.
300	Uriya Curricula, unmounted ...	Do. do.

Books in Press.

200	Sheets of Marathi Reading Sheets, Nos. 5, 6, 7, 8, 9, 10, 13, 14, 15, 16 ...	Curator's Press, Nagpur.
1,000	Urdu Copy No. I ...	Do. do.
1,000	Sheets of Hindi Parts of Speech ...	Do. do.
5,000	Hindi Copy No. II ...	Datta Vijaya Press, Nagpur.
5,000	1st Modi book ...	Do. do.

Lithographic Press work.

96. The work of the Lithographic Press is thus shown :—

Hindi.

1,500 Fee Rules.
14,000 Hindi Reading Sheets, in 14 numbers.
800 Hindi Grant-in-aid Rules.
1,500 Upper Primary Rules.
2,800 Hindi Question Papers.

Marathi.

1,000 Marathi Fee Rules.
600 „ Grant-in-aid Rules.
5,000 „ Acquittance roll forms.
3,996 „ Copy book, No. II.
1,200 „ Reading Sheets, Nos. 1, 2, 3, 4, 11, 12 (200 of each).
400 „ Question Papers.

English and Hindi.

5,100 Result Examination Statements of Aided Schools.

Telugu.

25 Telugu object lessons.

Uriya.

300 Upper Primary Rules.
500 Agricultural book.
5,090 Uriya Reading Sheets, 1 to 17.
296 „ Fee Rules.

Blank Registers.

220 Large Attendance Registers.
40 Small Registers.

New Vernacular books bought for School Libraries and prize distribution.

97. List of new Vernacular books bought for School Libraries and prize distribution:—

Biography.

25 Life of Dr. Swift, in Marathi.
2 Peshwa's Bakhar, in Marathi.
2 Bhaoo Saheb's Bakhar, in Marathi.
2 Life of Shivaji Raja, in Marathi.
2 Life of Sambhaji Maharaj, in Marathi.

Fiction.

25 Marathi Gulliver's Travels, Part IV.
10 „ Do. „ III.
10 „ Do. „ II.
10 „ Do. „ I.
10 Nav Ratna, or nine gems, in Marathi.

Science.

2 Rajniti, in Marathi.
12 Bodhchandra, in Marathi.
12 Book on water, in Marathi.

History.

12 Description of the Battle of Panipat, in Marathi.

Miscellaneous.

4 Apte's Practical Sanskrit and English Dictionary.
12 Middle Class Letter-writer.
12 Essays on Lord Clive.

SECTION IX.—Museums and Literary Societies.

Museums.

98. The Museums at Nagpur and Raipur are not under the management of the Department. The number of visitors to the Raipur Museum is reported to have decreased from 144,449 to 137,758, or by 6,691.

Libraries and Literary or Philanthropic Societies

99. The number of Libraries and Literary Societies is 29, as against 34 in the previous year. The most important are the following :—

1. Native General Library, Nagpur.
2. Native Library, Umrer.
3. Sitabaldi Reading Room.
4. Public Library, Bhandara.
5. Native General Library, Wardha.
6. City Library, Chhindwara.
7. Public Library, Burhanpur.
8. Hit Sabha, Saugor.
9. General Library, Damoh.
10. Mahajani Sabha, Murwara.
11. Anjuman Islamia, „
12. Anjuman Islamia, Jubbulpore.
13. Morris Memorial Library, Khandwa.

SECTION X.—Societies and Individuals that deserve notice.

Societies.

100. The Societies that deserve mention for good work done during the year, are the following :—

(1) The Free Church Mission, Nagpur.
(2) The Society of Saint Francis de Sales, Nagpur.
(3) The Convents of St. Joseph, Nagpur, Kamptee and Jubbulpore.
(4) The Zenana Mission, Jubbulpore.
(5) The Free Church Zenana Mission, Nagpur.
(6) The Anjuman Islamia, Jubbulpore.
(7) The Hitkarni Sabha, Jubbulpore.

101. Among Extra-Assistant Commissioners, the following deserve mention as having taken much interest in education :—

Revenue Officers.

(1) Mr. P. M. Greany, Harda.
(2) „ Mohan Chandra Chattarji, Saugor.
(3) „ Kripa Shankar Mehta, Narsinghpur.
(4) „ Gulam Mustafa, Chanda.
(5) „ Ganpat Rao Shrikhande, Seoni.
(6) „ Vithal Rao, Betul.

I have remarked on the work of Tahsildars in paragraph 42 above.

District Councils.

102. The work of these bodies has been noted in paragraphs 25 to 41.

103. The private persons and Local Board members who are noticeable for their liberality or active interest in education, are the following :—

Private persons and Local Board members.

(1). The Reverends D. Whitton and F. Robertson of the Hislop College.
(2). The Reverend Fathers Pelvat and Bonaventure of St. Francis de Sales School.
(3). The Ladies of the Zenana Mission, Nagpur, especially Miss Small.
(4). The Ladies of the Zenana Missions, Jubbulpore and Hoshangabad.
(5). Rai Bahadur Bipin Krishna Bose, Secretary to the Morris College Council.
(6). Thakur Purandar Singh of Belkhera.
(7). Rajah Aman Singh of Bhundra.
(8). Thakur Todar Singh of Hardwara.
(9). Mohan Lal Singhai of Khurai.
(10). Rajendra Singh of Patera.
(11). Singhai Nathuram of Etawa.
(12). Mr. Vithal Waman Pagay of Khandwa.
(13). „ Cowasji of Murwara.
(14). „ Imdad Ali of Damoh.
(15). Seth Shankar Lal of Chhapara.
(16). Mr. Abdul Rahman of Ashti.
(17). „ Bhowani Singh Gujar of Khamaria.
(18). „ Baliram Singh of Nandgaon.
(19). „ Madho Rao Deshpande of Anji.
(20). „ Roshan Lal of Rasulabad.
(21). „ Govind Rajaram of Bharaswara.
(22). „ Gopal Rao of Bishnur.
(23). „ Basudeo Krishna of Dhanori.
(24). „ Raghupat Rao Deshpande of Pipri.
(25). „ Venkat Rao, Deshmukh, of Karanja.
(26). „ Trimbak Rao Nana of Digras.
(27). Seth Tikaram of Berdi.
(28). Mr. Khusali Ram of Pandhurna.
(29). „ Narsinghdas of Mohogaon.
(30). „ Hanuman Prasad of Chhindwara.
(31). „ Jagirdas of Harrai.
(32). „ Balaji, Kunbi, of Mokher.
(33). „ Nago Rao of Marur.

(34). Mr. Kesheo Rao of Berdi.
(35). Lala Sitaram Balbhadar, Kampti.
(36). Mr. Rajaram Komti of Garchiroli.
(37). „ Ramchandra Venkoji of Chamursi.
(38). The Kamdars of the Bhosla Estate of Pohora, Digora and Lakhnadon.
(39). Izarat Ali of Barve.
(40). Pandit Govind Pershad Dube, Secretary, District Council, Raipur.
(41). Agardass, Malguzar of Raipur.
(42). Pandit Kriparam of Sarsawa, of Bilaspur.
(43). Lal Nrip Raj Singh, Zamindar of Barpali.
(44). Babu Hari Har Singh, Zamindar of Padampur.
(45). Mafidar, Damodar Dass of Bargarh.
(46). Shridhar Gauntia of Remenda.
(47). Pandit Ramkrishna Rao, Diwan of Bastar.
(48). Mr. Balwant Rao, Diwan of Raj-Nandgaon.
(49). Baikunth Datt Misra, Superintendent of Kalahandi.

Inspectors of Schools and Deputy Inspectors of Schools.

104. I have remarked on the work of these officers in paragraphs 20 to 23 above.

Professors, Superintendents and Teachers.

105. The Professors, Superintendents and Teachers deserving special mention are the following :—

(1). Professor Bhagirath Prasad, B. A., of the Hislop College.
(2). Mr. R. McGavin Spence, M. A., Superintendent of the Training Institution, Nagpur.
(3). „ Kesheo Rao, B. A., Head Master, City School, Nagpur.
(4). „ Kesheo Rao, Head Master, Middle School, Chanda.
(5). „ Ganesh Appaji Pandhye, Head Master, Middle School, Wardha.
(6). „ Girdhari Lal, Head Master, Middle School, Seoni-Chhapara.
(7). „ Nand Lal, Head Master, High School, Raipur.
(8). „ Balwant Ragho Chitnavis, Head Master, Middle School, Umrer.
(9). „ Dewaji Chintaman, Drawing Master, Training Institution, Nagpur.
(10). Mr. Mahadeo Yeshwant Dole, M. A., L. C. E., Superintendent, Male Normal School, Jubbulpore.
(11). Miss Ross, Lady Superintendent of the Female Normal School, Jubbulpore.
(12). Mr. K. N. Basu, Head Master, Church Mission High School, Jubbulpore.
(13). Mr. Vinayak Rao, Head Master, Hoshangabad High School.
(14). „ Kali Charan Bose, Head Master, Hitkarni Sabha High School, Jubbulpore.

I have the honour to be,

Sir,

Your most obedient Servant,

A. MONRO,

Inspector-General of Education.

Secretariat Press, Nagpur:—31-8-92—250.

TABLES.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Central Provinces at the end of the official year 1891-92.

(For details, see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of	Remarks.
				University Education.		School Education, General.		School Education, Special.							
Total area in square miles.	Number of Towns* and Villages.	Population.		Arts Colleges.	Professional Colleges	Secondary Schools	Primary Schools.	Training schools	All other special schools	Total of Public Institutions.	Advanced	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
113,279	Towns ... 66 Villages .. 45,788 Total ... 45,854 If Feudatory States are omitted, the number of Towns is 62, and of the Villages 34,559.	Males ... 6,478,435 Females ... 6,453,912 Total ...12,932,347 Including Feudatory States. If Feudatory States are omitted, the Population is 2,157,456.	Institutions. For Males...	3	...	249	1,493	5	15	1,765	...	73	1,838	4·008 Institutions to No. of towns and villages	
			Institutions. For Females	...	...	8	134	1	...	143	...	7	150	·32	
			Institutions. Total ...	3	..	257	1,627	6	15	1,908	...	80	1,988	4·43	
			Scholars. Males ...	232	...	23,575	83,683	176	501	108,167	...	3,120	111,287	11·45 Male scholars to male population of school-going age.†	
			Scholars. Females ...	...	...	278	5,693	19	...	5,990	...	206	6,196	·64 Female scholars to female population of school going age ‡	
			Scholars. Total ..	232	...	23,853	89,376	195	501	114,157	...	3,326	117,483	6·04	

NOTE.—For the purposes of columns 1, 2 and 3, the statistics of the Census of 1881 should be utilized, subject to the modifications enumerated below.

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or a Cantonment, whatever its population, should be entered as a Town.

† The population of School-going age is taken at 15 per cent. of the whole population.

‡ The population of Native or Feudatory States and Political Agencies, should not be shewn, except in the case of those Provinces where the schools of the States in question, come under the supervision and control of the Education Department; and the foot-note should specify what addition or deduction is made in this respect.

Abstract Return of Expenditure on Public Instruction

(For Details, see General

	Total Direct Expenditure on Public Instruction.§					
	University Education.	School Education, General.		School Education, Special.		
	Arts Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions. For Males ...	44,753	2,16,216	2,77,670	27,698	11,660	5,77,997
For Females ...	...	9,578	48,560	6,151	...	64,289
Total ...	44,753	2,25,794	3,26,230	33,849	11,660	6,42,286
2. (a) Percentages* of Provincial Expenditure included in columns 2—16, to Total Provincial Expenditure on Public Instruction.	4·65	18·11	22·61	8·80	2·52	56·69
(b) Percentages* of Local Fund Expenditure included in columns 2—16, to Total Local Fund Expenditure on Public Instruction.	...	25·72	57·36	...	·16	83·24
(c) Percentages* of Municipal Expenditure included in columns 2—16, to Total Municipal Expenditure on Public Instruction.	2·06	49·14	40·65	...	·19	92·04
(d) Percentages of Total Expenditure in columns 2—16, to Total Expenditure on Public Instruction	5·18	26·13	37·76	3·92	1·36	74·35
AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Departmental Institutions. Cost to Provincial Revenues ...	164 13 8	7 11 2	3 0 4	154 9 0	17 2 1	8 12 8
Cost to Local and Muncipal Funds...	...	4 15 2	1 11 3	...	...	2 11 7
Total Cost ...	232 14 6	17 9 5	6 7 0	154 9 0	19 11 6	14 10 9
District Council and Local Board Schools.‡ Cost to Provincial Revenues ...	...	0 13 3	0 12 8	...	...	0 12 9
Cost to Local Funds.	...	3 2 5	2 2 6	...	0 9 2	2 1 7
Total ...	...	4 14 9	3 6 11	...	0 9 3	3 12 8
Institutions in in Feudatory States. Cost to Native State Revenues ...	...	7 9 7	1 11 6	...	...	2 5 4
Cost to Local and Municipal Funds...	...	4 11 3	2 1	...	...	1 8 1
Total ...	...	4 9 11	3 9 0	...	...	4 10 9
Aided Institutions Cost to Provincial Revenues ...	24 9 2	0 13 11	1 1 9	...	...	1 13 1
Cost to Local and Municipal Funds..	11 3 1	0 4 4	0 9 4	...	...	0 12 10
Total Cost ...	179 5 8	2 8 7	3 15 10	...	...	6 9 2
Unaided Institutions ... Total Cost ...	...	14 0 2	1 15 4	...	...	2 5 5
All Institutions. Cost to Provincial Revenues ...	80 8 11	3 0 3	1 0 4	154 9 0	12 15 1	1 14 11
Cost to Local and Municipal Funds.	6 11 7	3 7 10	1 9 7	...	0 9 2	1 15 0
Total Cost ...	200 10 11	9 12 1	3 13 4	154 9 0	15 7 9	5 13 10

TABLE II.

in the Central Provinces for the official year 1891-92.

Table IV.)

Total Indirect Expenditure on Public Instruction.§								Total Expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	TOTAL.		
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	27,030	81,539	28,990	36,175	11,198	34,652	2,19,584	7,97,581	
...	...	..	1,190	405	435	...	2,020	[illegible]	
...	27,030	81,539	[illegible]	[illegible]	11,633	34,652	2,21,614	8,63,900	
...	7·01	20·70	4·25	1·43	1·02	8·90	43·31	100	
...	...	...	5·80	8·85	2·11	...	16·76	100	
...	...	...	1·89	4·49	1·58	...	7·96	100	
...	3·14	9·44	3·49	4·23	1·34	4·01	25·65	100	

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*), are to be calculated from the figures given in columns 7*a*, 7*b*, 7*c*, respectively, of General Table IV.

† The annul cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools, is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the

Class of Institutions.	Public							
	Under Public							
	Managed by Government.				Managed by Local Fund and Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly, during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly, during the year.	Average daily attendance.
1			4	5	6	7	8	9
University Education.								
Arts Colleges.								
English	1	88	89	75	...	...	...	...
Total ...	1	88	89	75	...	...	...	...
School Education, General.								
Secondary Schools.								
For Boys: High Schools ...	5	281	299	250	...	...	...	...
For Boys: Middle School: English ..	30	2,373	2,092	1,692	9	706	637	512
For Boys: Middle School: Vernacular..	19	2,284	2,198	1,615	120	13,938	13,868	9,789
For Girls: High Schools ...	...	...	...	...	...	...	...	...
For Girls: Middle Schools: English ...	...	...	..	...	...	...	...	...
For Girls: Middle Schools: Vernacular	1	92	97	75	...	...	...	...
Total ...	55	5,030	4,686	3,632	129	14,644	14,505	10,301
Primary Schools.								
For Boys	121	6,775	6,860	5,348	659	43,499	43,048	29,082
For Girls	25	1,073	1,017	619	41	1,859	1,817	1,183
Total ...	146	7,848	7,877	5,967	700	45,358	44,865	30,265
School Education, Special.								
Schools for Special Instruction.								
Training Schools for Masters...	5	176	197	179	...	...	...	...
Do. for Mistresses..	1	19	22	18	...	...	...	...
Schools of Arts ...	2	21	34	22	...	...	...	...
Law Schools ..	2	82	82	56	...	...	...	...
Medical Schools ...	..	...	..	...	...	...	...	...
Engineering Schools ...	1	11	11	9	...	...	...	...
Industrial Schools ...	6	260	38[illegible]	206	2	72	184	60
Other Schools ...	2	55	54	47	...	...	...	...
Total ...	19	624	788	537	2	72	184	60
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ...	221	13,590	13,440	10,241	831	60,074	59,554	40,626

TABLE III.

Central Provinces for the official year 1891-92.

Institutions.

Management.				Under Private management.							
Managed by Native States.				Aided, Government or by Local Fund or Municipal Boards.				Unaided.			
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly, during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly, during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly, during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	2	144	134	113	...	...	...	...
...	...	...	...	2	144	134	113	...	...	...	...
...	...	...	...	7	379	488	402	...	...	...	...
4	45	55	35	22	1,162	1,216	984	1	53	76	63
8	896	844	489	24	1,458	1,447	1,054	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	5	102	111	93	...	...	...	...
...	...	...	...	2	84	86	49	...	...	...	...
12	941	899	524	60	3,185	3,348	2,582	1	53	76	63
134	7,696	7,395	4,369	503	22,968	22,666	14,627	76	2,745	2,698	1,645
6	227	231	120	55	2,368	2,315	1,543	7	166	167	104
140	7,923	7,626	4,489	558	25,336	24,981	16,170	83	2,911	2,865	1,749
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
152	8,864	8,525	5,013	620	28,665	28,463	18,865	84	2,964	2,941	1,812

Class of Institutions.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March, learning.		
			English.	A Classical language.	A Vernacular language.
	22	23	24	25	26
University Education.					
Arts Colleges.					
English	3	232	232	197	...
Total ...	3	232	232	197	...
School Education, General.					
Secondary Schools.					
For Boys. High Schools	12	660	660	641	82
For Boys. Middle Schools. English	66	4,339	4,339	342	4,250
For Boys. Middle Schools. Vernacular ...	171	18,576	...	...	18,576
For Girls. High Schools	...	...	...	...	...
For Girls. Middle Schools. English	5	102	102	63	24
For Girls. Middle Schools. Vernacular ...	3	176	...	...	176
Total ...	257	23,855	5,101	1,046	23,108
Primary Schools.					
For Boys	1,493	83,683	2,237	101	83,344
For Girls	134	5,693	454	36	5,254
Total ...	1,627	89,376	2,691	137	88,598
School Education, Special.					
Schools for Special Instruction.					
Training Schools for Masters	5	176	17	...	159
Training Schools for Mistresses ...	1	19	...	...	19
Schools of Arts	2	21	...	...	...
Law Schools	2	82	82	...	...
Medical Schools	...	...	..	...	...
Engineering Schools	1	11	11	...	...
Industrial Schools	8	332	...	...	...
Other Schools	2	55	19	...	36
Total ...	21	696	129	...	214
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ...	1,908	114,157	8,153	1,380	111,920
Private Institutions.					
1.—ADVANCED TEACHING—					
(a) Arabic or Persian	...	...	...	...	...
(b) Sanskrit	...	...	...	...	...
(c) Any other Oriental Classic	...	...	...	...	...
2.—Elementary teaching, a Vernacular only, or mainly ... ... For Boys.	73	3,120	...	...	3,120
2.—Elementary teaching, a Vernacular only, or mainly ... ... „ Girls.	7	206	...	...	206
3.—European and Eurasian Schools not conforming to Departmental Standards ... „ Boys.	...	...	...	...	...
3.—European and Eurasian Schools not conforming to Departmental Standards ... „ Girls.	...	...	...	...	...
4.—Other Schools not conforming to Departmental Standards ... ... „ Boys.	...	...	...	...	...
4.—Other Schools not conforming to Departmental Standards ... ... „ Girls.	...	...	...	...	...
Total ...	80	3,326	...	...	3,326
GRAND TOTAL ...	1,988	117,483	8,153	1,380	115,246

I.—For the purposes of columns 24, 25 and 26, the language through which instruction is imparted should
schools, where the study of English or a Classical or Vernacular language does not form part of their
II.—Mixed schools should be shewn as boys' schools or as girls' schools,
III.—Where boys and girls attend the same school, the number of girls
IV.—Schools maintained by Native States, even though managed by the

TABLE III.—(Concluded).

Classification of Scholars on the 31st of March, according to Race or Creed.							
Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Parsis.	Gonds and other Aboriginal tribes.	Others.	REMARKS.
27	27*b*	27*c*	27*d*	27*e*	27*f*	27*g*	28
5	...	211	13	3	...	...	1 Girl.
5	...	211	13	3	...	...	1 Girl.
25	5	573	53	3	...	1	293 Girls.
136	54	3,653	476	6	3	11	
...	69	16,074	1,682	27	187	537	
...	...	...	...	...	...	...	
95	7	...	...	...	...	...	
...	7	163	6	...	...	...	
256	142	20,463	2,217	36	190	549	
312	396	71,533	6,152	242	1,754	3,294	1,668 Girls.
449	230	4,500	403	52	11	48	119 Boys
761	626	76,033	6,555	294	1,765	3,342	
...	...	158	16	...	2	...	
...	1	17	1	...	...	...	
...	...	21	...	...	...	..	
1	...	72	4	2	...	3	
...	...	...	...	...	...	...	
1	...	10	...	...	...	...	
...	...	306	25	...	...	1	
...	1	52	2	...	...	...	
2	2	636	48	2	2	4	
1,024	770	97,343	8,833	335	1,957	3,895	1,962 Girls in Boys' schools. 119 Boys in Girls' schools.
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	4	2,824	99	...	118	75	
...	10	177	7	...	8	4	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	..	...	
...	...	...	...	...	...	...	
...	14	3,001	106	...	126	79	45 Girls in Boys' schools. „ Boys in Girls' schools.
1,024	784	1,00,344	8,989	335	2,083	3,974	2,007 Total Girls, in Boys' schools. 119 „ Boys in Girls' schools.

be adopted as the basis of classification for Colleges; or Departments of Colleges for professional training and such special curriculum. The term classical language in column 25 includes European and Oriental classical languages. according as the number of boys or of girls, is greater.
in boys' schools and the number of boys in girls' schools, should be shewn in columns 32 and 33, respectively.
Education Department, should be entered in columns 10 to 13, and not in columns 2 to 5.

Return of Expenditure on Public Instruction

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
University Education. — English	14,672	...	...	2,653	...	3,404	20,729
Total ...	14,672	...	...	2,653	...	3,404	20,729
Secondary Schools.							
School Education, General. — For Boys — High School	7,202	...	2,684	6,564	...	720	17,170
For Boys — Middle Schools. — English ...	22,967	1,296	14,407	12,302	1,022	651	52,645
For Boys — Middle Schools. — Vernacular ...	5,562	...	4,533	1,525	439	...	12,059
For Girls — Middle Schools. — English ...	...	...	...	...	...	...	...
For Girls — Middle Schools. — Vernacular ...	342	...	256	...	...	...	598
Total ...	36,073	1,296	21,880	20,391	1,461	1,371	82,472
Primary Schools.							
For Boys	19,507	280	11,150	12,466	761	184	44,348
For Girls	4,290	...	2,007	...	34	30	6,361
Total ...	23,797	280	13,157	12,466	795	214	50,709
Schools for Special Instruction.							
School Education, Special. — Training Schools for Masters ...	27,698	...	...	...	...	...	27,698
Training Schools for Mistresses ...	6,151	...	...	...	...	...	6,151
Law Schools	1,880	...	...	1,351	...	123	3,360
Engineering Schools	2,855	...	...	...	...	...	2,855
Industrial Schools	1,418	...	...	..	...	...	1,418
Other Schools	3,589	...	...	...	...	...	3,589
Total ..	43,597	...	...	1,351	...	123	45,071
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	1,673	...	...	...	...	...	1,673
Profesional Colleges	1,638	...	...	...	...	...	1,638
Secondary Schools	4,154	5,169	518	...	18	1,289	11,148
Primary Schools	311	813	276	...	...	107	1,507
Special Schools, other than Training Schools.	1,798	...	...	...	...	...	1,798
Buildings	4,048	...	1,760	61	400	37	6,306
Furniture and Apparatus, (Special grants only) ...	2,796	...	432	56	339	175	3,798
Miscellaneous	...	...	...	...	...	...	...
Total ..	16,418	5,982	2,986	117	757	1,608	27,868
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,34,557	7,558	38,023	36,978	3,013	6,720	2,26,849

I.—Fractions of a rupee are to be omitted.

II.—If the income of any school maintained by the Department or by a Local or Municipal Board) exceeds the expenditure, the return of Go- such school the income from fees or other private sources alone exceeds the expenditure, the excess income and the sources from which

III.—If the income of any Aided school exceeds the expenditure, the excess should be proportionately deducted from the sub-heads of Endowments, Provincial Revenues and from Local and Municipal Funds, should be shown in full.

IV.—In calculating the expenditure from Provincial Revenues or any other Fund, all payments or contributions from Fees, or other sources credited

V.—The expenditure under University, Direction, Inspection, should be shown only in column 7 and its sub-divisions, and not in

VI.—The expenditure on stipends held in Training Schools should be shown as part of the expenditure in those schools, not under the head of

VII.—The expenditure entered in columns 4a, 4b and 4c, should be included in column 7a, and not in columns 7a, 7b and 7c. The expenditure

VIII.—Schools maintained by Native States, even though managed by the Education Department, should be entered in columns 4a to 4, and not in

TABLE IV.

in the Central Provinces for the official year 1891-92.

Institutions.													
Management.													
Managed by Local Fund and Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Rates or Cesses levied in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
3a	3b	3c	3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,464	1,393	4,633	3,388	720	...	14,668	1,612	...	...	94	...	163	1,869
7,610	39,737	2,488	5,861	861	174	56,681	2,371	2,467	...	142	...	613	5,598
...	...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
12,074	41,130	7,121	9,249	1,601	174	71,349	3,983	2,467	...	236	...	781	7,467
34,939	81,009	7,843	18,507	2,342	204	1,44,844	7,071	5,084	...	507	313	2,233	15,208
708	5,376	2,617	...	97	416	9,212	643	...	...	...	...	120	763
35,647	86,385	10,460	18,507	2,439	620	1,54,056	7,714	5,084	...	507	313	2,353	15,971
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	.	...	...	...
...	288	145	...	...	5	438	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	288	145	...	...	5	433	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	..	...	...
44	3,066	77	...	...	...	3,187	602	...	...	...	...	...	...
...	622	565	...	36	...	1,223	...	...	..	...	...	...	602
...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,131	15,353	1,468	...	967	1,372	20,651	7,045	...	..	...	...	...	7,045
1,154	3,623	714	156	589	3	6,239	694	...	...	42	...	15	751
...	...	...	...	...	...	...	...	...	...	...	..	...	...
2,339	22,664	2,764	156	1,652	1,675	31,300	8,341	...	...	42	...	15	8,398
50,110	1,50,467	20,490	27,912	5,692	2,474	2,57,145	20,038	7,551	...	785	313	2,282	31,836

vernment (or Local or Municipal) expenditure, should be reduced accordingly, the income and expenditure of the school being thus equalised. If in it is derived, should be shewn in the column of Remarks.

Subscriptions, and other sources; or, if the receipts from those sources are insufficient, from the sub-head of Fees also. The actual receipts from

to that Fund, should be deducted. Such payments should be shewn as expenditure under the sub-heads to which they belong.

the preceding columns.

Scholarships.

entered in column 4d, should be included in column 7d.

columns 2a to 2.

Objects of Expenditure.	Public / Under Private — Aided by Government or by Local Fund or Municipal Boards. Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	5a	5b	5c	5d	5e	5f	7a
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
University Education. — English	3,293	...	1,500	1,985	...	17,246	24,024
Total ...	3,293	...	1,500	1,985	...	17,246	24,024
Secondary Schools.							
School Education, General. — For Boys ... High Schools ...	5,713	...	1,776	3,536	845	7,204	19,074
For Boys ... Middle Schools English ...	10,217	...	4,375	6,004	2,518	8,127	31,241
For Boys ... Middle Schools Vernacular...	2,072	68	150	395	...	1,461	4,146
For Girls ... Middle Schools English ..	3,510	...	400	1,753	315	2,761	8,739
For Girls ... Middle Schools Vernacular...	196	...	43	2	...	...	241
Total ...	21,708	68	6,744	11,690	3,678	19,553	63,441
Primary Schools.							
For Boys	18,342	7,968	4,493	10,892	6,143	19,861	67,699
For Girls	9,456	596	1,448	4,146	12,018	4,311	31,975
Total ...	27,798	8,564	5,941	15,038	18,161	24,172	99,674
Schools for Special Instruction.							
School Education, Special. — Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Engineering Schools	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in— Arts Colleges	1,895	...	...	...	...	...	1,895
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	3,947	320	...	...	...	98	4,365
Primary Schools	957	151	...	...	...	...	1,108
Special Schools other than Training Schools	...	...	...	...	...	...	...
Special Schools other than Training Schools	265	50	45	300	719	734	2,113
Furniture and Apparatus, (Special grants only) ...	...	79	...	20	25	390	514
Miscellaneous ...	...	...	...	...	...	...	...
Total ...	7,064	600	45	320	744	1,222	9,995
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	59,863	9,232	14,230	29,033	22,583	62,193	1,97,134

TABLE IV—(Concluded).

Institutions. Management. Unaided.				Total Expenditure from					Grand Total.	Remarks.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.		
6a	6b	6c	6	7a	7b	7c	7d	7e	7	8
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	17,965	...	1,500	4,638	20,650	44,753	
...	...	...	...	17,965	...	1,500	4,638	20,650	44,759	
...	...	...	...	12,915	...	4,460	10,100	8,769	36,244	
...	...	1,065	1,065	37,648	2,689	23,465	21,788	15,898	1,01,488	
...	...	...	...	15,244	42,272	7,121	7,923	5,924	78,484	
...	...	...	...	3,510	...	400	1,753	3,076	8,739	
...	...	...	...	538	...	299	2	...	839	
...	...	1,065	1,065	69,855	44,961	35,745	41,566	33,667	2,25,794	
1,100	...	4,471	5,571	72,788	94,341	23,486	43,472	43,583	2,77,670	
...	60	187	247	14,454	5,972	6,072	4,146	17,916	48,560	
1,100	60	4,658	5,818	87,242	1,00,313	29,558	47,618	61,499	3,26,230	
...	...	...	...	27,698	...	...	...	...	27,698	
...	...	...	...	6,151	...	...	...	...	6,151	
...	...	...	...	1,886	...	..	1,351	123	3,360	
...	...	...	...	2,855	...	...	..	...	2,855	
...	...	...	...	1,418	288	145	...	5	1,856	
...	...	...	...	3,589	...	...	...	...	3,589	
...	...	...	...	43,597	288	145	1,351	128	45,509	
...	...	...	...	..	...	...	...	...	...	
...	...	...	...	27,030	...	...	...	...	27,030	
...	...	...	...	79,527	60	...	...	1,952	81,539	
...	...	...	...	3,568	...	...	...	...	3,568	
...	...	...	...	1,638	...	...	...	...	1,638	
...	...	36	36	8,145	8,555	595	...	2,043	19,338	
...	...	...	...	1,268	1,586	781	...	203	3,838	
...	...	...	...	1,798	...	...	...	...	1,798	
...	...	465	465	5,504	15,403	3,273	361	12,039	36,580	
161	...	170	331	3,950	3,702	1,146	435	2,400	11,633	
...	...	...	...	34,652	...	...	...	..	34,652	
161	...	671	832	1,67,080	29,306	5,795	796	18,637	2,21,614	
1,261	60	6,394	7,715	3,85,739	1,74,868	72,743	95,969	1,34,581	8,63,900	

Return of the Stages of Instruction of pupils in Public Schools for General Education

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1		
					Boys.	Girls.	Total.
SECONDARY SCHOOLS—							
For Boys	Departmental	English	35	2,654	281	...	281
		Vernacular	19	2,284	...	...	...
	District Council	English	9	706	...	...	...
		Vernacular	120	13,933	...	..	...
	Feudatory States	English	4	45	...	...	...
		Vernacular	8	896	...	...	...
	Aided	English	29	1,541	379	...	379
		Vernacular	24	1,658	...	...	...
	Unaided	English	1	53	...	...	...
		Vernacular	...	...	...	...	...
		Total	249	23,575	660	...	660
For Girls	Departmental	English	...	...	...	...	...
		Vernacular	1	92	...	...	...
	District Council	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
	Feudatory States	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
	Aided	English	5	102	...	...	...
		Vernacular	2	04	...	...	...
	Unaided	English	...	...	...	...	...
		Vernacular	...	..	...	...	...
		Total	8	278	...	...	...
	TOTAL, SECONDARY SCHOOLS		257	23,853	660	...	660
PRIMARY SCHOOLS—							
For Boys	Departmental		121	6,775	...	...	...
	District Council		659	43,499	...	...	...
	Feudatory States		134	7,696	...	...	...
	Aided		503	22,968	...	...	...
	Unaided		76	2,745	...	...	...
		Total	1,493	83,683	...	...	...
For Girls	Departmental		25	1,073	...	...	...
	District Council		41	1,859	...	...	...
	Feudatory States		6	227	...	...	...
	Aided		55	2,368	...	...	...
	Unaided		7	166	...	...	...
		Total	134	5,693	...	...	...
	TOTAL, PRIMARY SCHOOLS		1,627	89,376	...	...	...
	GRAND TOTAL		1,884	1,13,229	660	...	660

NOTE.—The number of Girls shewn in this Table should correspond with the number returned
Mixed schools should be entered as boys' schools or girls' schools, according as the

TABLE V.

in the Central Provinces, at the end of the official year 1891-92.

Middle Stage.			Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
						Reading printed books.			Not reading printed books.					
2			3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,373	...	2,373	...	...	...	...	...	...	...	...	...	2,654	...	2,654
291	...	291	312	...	312	761	...	761	917	3	920	2,281	3	2,284
706	...	706	...	...	...	...	...	...	...	...	...	706	...	706
1,649	5	1,654	2,130	8	2,138	4,774	40	4,814	5,118	174	5,292	13,711	227	13,938
45	...	45	...	...	...	...	...	...	...	...	...	45	...	45
119	...	119	111	...	111	333	11	344	312	10	322	875	21	896
1,147	15	1,162	...	...	...	...	...	...	...	...	...	1,526	15	1,541
189	...	189	195	1	196	529	8	537	518	18	536	1,431	27	1,458
53	...	53	...	...	...	...	...	...	...	...	...	53	...	53
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6,572	20	6,592	2,748	9	2,757	6,397	59	6,456	6,865	205	7,070	23,282	293	23,575
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	18	18	...	12	12	...	31	31	...	31	31	...	92	92
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	102	102	...	...	...	...	...	...	...	...	...	...	102	102
...	7	7	...	4	4	...	29	29	...	44	44	...	84	84
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	127	127	...	16	16	...	60	60	...	75	75	...	278	278
6,572	147	6,719	2,748	25	2,773	6,397	119	6,516	6,865	280	7,145	23,282	571	23,853
...	...	...	1,686	...	1,686	2,834	...	2,834	2,255	...	2,255	6,775	...	6,775
...	...	...	7,432	59	7,491	16,637	239	16,876	18,048	1,084	19,132	42,117	1,382	43,499
...	...	...	634	20	654	2,699	14	2,713	4,319	10	4,329	7,652	44	7,696
...	...	...	3,058	18	3,076	9,420	42	9,462	10,263	167	10,430	22,741	227	22,968
...	...	...	143	...	143	871	12	883	1,716	3	1,719	2,730	15	2,745
...	...	...	12,953	97	13,050	32,461	307	32,768	36,601	1,264	37,865	82,015	1,668	83,683
...	...	...	...	74	74	...	345	345	...	654	654	...	1,073	1,073
...	...	...	...	145	145	...	644	644	12	1,058	1,070	12	1,847	1,859
...	...	...	...	10	10	2	125	127	...	90	90	2	225	227
...	...	...	...	246	246	30	887	917	42	1,135	1,177	100	2,268	2,368
...	...	...	...	7	7	1	24	25	...	130	130	5	161	166
...	...	...	...	482	482	33	2,025	2,058	54	3,067	3,121	119	5,574	5,693
...	...	...	12,953	579	13,532	32,494	2,332	34,826	36,654	4,331	40,986	82,134	7,242	89,376
6,572	147	6,719	15,701	604	16,305	38,891	2,451	41,342	43,519	4,611	48,131	105,416	7,813	113,229

Under Primary and Secondary Schools, in General Forms I and III.
number of boys or of girls, is greater.

Return showing the Results of Prescribed Examinations in the

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1		2	3	4	5	6	7	8	9	10
Arts Colleges—										
1. Master of Arts		1	2	...	3	1	3	...	...	4
2. Bachelor of Arts		1	2	...	3	...	...	...	...	...
3. B. Sc.		...	...	...	...	...	...	...	...	...
4. First B. A.		...	...	...	...	...	...	...	...	...
4. „ B. Sc.		...	...	...	...	...	...	...	...	...
4. „ Arts		1	2	1	4	41	41	3	...	85
4. Previous Examination		...	...	...	...	...	...	...	...	...
Colleges for Professional Training—										
Law—										
1. Doctor of Law		...	...	...	...	..	...	...	2	...
2. Bachelor of Law		...	...	...	...	...	...	...	...	...
Medicine—										
4. First M. B.		...	...	...	...	...	...	...	...	...
4. First L. M. S.		...	...	...	...	...	...	...	...	...
Engineering—										
3. L. C. E.		...	...	...	...	...	...	...	...	...
4. First L. C. E.		...	...	...	...	...	...	...	...	...
Schools of General Education—										
Matriculation	Boys ...	4	5	...	9	129	152	...	3	284
	Girls ...	...	...	...	...	...	...	...	...	...
Middle School Examination ...	Boys ...	36	19	2	57	508	271	6	129	914
	Girls ...	5	...	5	..	16	...	...	16	...
Upper Primary Examination ...	Boys ...	853	290	87	1,230	8,221	2,175	589	10	10,995
	Girls ..	30	15	3	48	153	73	20	...	246
Lower Primary Examination	Boys ...	914	376	102	1,392	10,052	3,455	951	...	14,458
	Girls ...	56	17	2	75	356	139	20	...	515
Public Service Certificate Examination ...	English ...	..	...	...	...	...	...	...	...	...
	Vernacular.	...	...	...	...	...	...	...	...	...
Schools of Special Instruction—										
1. Training School Examination for Masters ...	English ...	1	...	...	1	29	...	...	17	46
	Vernacular.	9	1	4	14	171	7	29	...	207
2. Training School Examination for Mistresses.	Boys ...	...	.	...	...	..	...	...	...	...
	Girls ...	1	...	...	1	10	...	...	...	10
3. Examination in Engineering.	Final ...	1	...	...	1	9	...	...	...	9
	Annual ...	1	...	...	1	4	...	...	...	4
4. Examination in Surveying ...		16	...	...	16	228	...	...	...	228
5. Agricultural ...		1	...	...	1	29	...	...	...	29
6. Bombay School of Arts Examination..		19	4	...	23	315	108	...	4	223

NOTE.—Any other Special examination, such as the " Intermediate " or

TABLE VI.

Central Provinces during the official year 1891-92.

Number passed.					Race or Creed of passed Scholars.							Remarks.
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	Parsis.	Gonds.	
11	12	13	14	15	16a	16b	16c	16d	16e	16f		
1	3	...	...	4	...	...	3	...	1	...	...	
3	14	...	2	19	...	...	19	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
26	12	1	...	59	1	...	54	3	1	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	2	2	...	...	2	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
41	55	...	3	99	...	...	93	5	...	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	
215	149	1	16	381	26	4	321	28	...	2	...	
14	..	...	...	14	14	...	..	...	...	...	...	
5,795	1,108	319	9	7,231	32	25	6,398	528	182	...	66	
98	41	8	...	147	10	14	114	9	...	...	...	
6,951	1,820	566	...	9,337	38	21	8,269	708	239	...	62	
251	97	11	...	359	37	7	306	3	6	...	...	
...	...	...	...	...	...	...	...	...	...	..	...	
...	...	...	...	...	...	...	...	...	...	...	...	
24	...	...	10	34	...	...	31	3	...	...	...	
131	...	17	...	148	...	...	132	16	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
8	...	...	..	8	...	...	8	...	...	...	...	
5	...	...	...	5	...	...	4	1	...	...	...	
4	...	...	...	4	1	...	3	...	...	...	...	
88	...		..	88	...	...	80	6	...	...	2	
27	...	...	...	27	...	...	25	2	...	...	...	
64	13	...	1	78	...	...	78	...	...	...	...	

other examinations of the Panjab University, may be added to this List.

Return shewing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.	Expenditure of Local Fund Boards on Public							
	In Institutions managed by Local Fund							
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly, during the year.	Average daily attendance.	Provincial Grants.	Local Rates or Cesses.	Municipal Grants.	Fees.
1	2	3	4	5	6	7	8	9
					Rs.	Rs.	Rs.	Rs.
Arts Colleges.								
University Education. — English	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...
Secondary Schools.								
School Education, General. — For Boys... — High Schools ...	...	...	...	...	...	...	...	..
For Boys... — Middle Schools. — English ...	2	102	86	69	...	1,393	..	302
For Boys... — Middle Schools. — Vernacular ...	113	1,325	12,859	9,049	6,437	39,737	.	5,076
For Girls... — Middle Schools. — English ...	...	...	..	...	...	...	...	...
For Girls... — Middle Schools. — Vernacular ...	...	...	...	...	...	...	...	...
Total ...	115	1,427	12,945	9,118	6,437	41,130	...	5,378
Primary Schools.								
For Boys	620	40,791	40,260	26,939	33,526	81,009	...	14,184
For Girls	31	1,405	1,375	898	618	5,376	...	...
Total ...	651	42,196	41,635	27,837	34,144	86,385	...	14,184
Schools for Special Instruction.								
School Education, Special. — Training Schools for Masters ...	...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	...	.	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	..	..	...	...
Industrial Schools	1	28	132	20	...	288	...	...
Other Schools	...	...	...	...	...	...	...	...
Total ...	1	28	132	20	...	288	...	...
Inspection	...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges ...	...	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools. .	...	...	...	...	...	...	...	...
Buildings	...	...	..	...	1,191	15,353	967	..
Furniture and Apparatus, (Special grants only)	...	...	...	...	1,154	3,623	379	156
Miscellaneous	...	...	...	...	.	...	...	...
Total ...	...	...	...	...	2,345	18,976	1,346	156
GRAND TOTAL ...	767	43,651	54,712	36,975	42,926	1,46,779	1,346	19,718

I.—The sum of the expenditure in columns 12 and 27, should agree
II.—The sum of the expenditure in columns 16 and 31, should agree with the expenditure shown in columns 76
III.—The expenditure under Inspection, Scholarships and Miscellaneous, should

TABLE VII.

Instructions in the Central Provinces, for the official year 1891-92.

Instruction.							Expenditure of Municipal Boards on Public Instruction.										
Boards.			In Institutions managed by				In Institutions managed by Municipal Boards.										
Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total Local Fund Expenditure on Public Instruction.	Number of Institutions	Number of Scholars on the rolls on 31st March.	Number of Scholars on the rolls monthly, during the year.	Average daily attendance.	Provincial Grants.	Municipal Rates.	Local Fund Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	R.	Rs.	Rs.						R.	R.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	.	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...
...	...	..	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
435	...	2,130	1,296	...	...	2,689	7	604	551	443	4,464	4,683	...	3,086	305	...	12,538
797	174	52,221	...	...	68	39,805	7	913	909	740	1,173	2,438	..	785	64	...	4,460
...	...	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...
...	...	...	...	...	...	...	...	...	..	...	...	...	.	...	...	...	...
1,232	174	54,351	1,296	...	68	42,494	14	1,517	1,460	1,183	5,637	7,121	..	3,871	369	...	16,998
2,134	204	1,31,057	280	...	7,968	89,257	39	2,708	2,788	2,143	1,413	7,843	.	4,323	208	...	13,787
51	55	6,100	...	...	596	5,972	10	454	442	285	90	2,617	.	...	46	361	3,114
2,185	259	1,37,157	280	...	8,564	95,229	49	3,162	3,230	2,428	1,503	10,460	...	4,323	254	361	16,901
														...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...
...	...	...	...	..	...	...	.	...	...	...	...	...	...	...	...	...	...
...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...
...	...	288	...	..	...	288	1	44	52	40	...	145	...	...	...	5	150
...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
...	...	288	...	...	...	288	1	44	52	40	...	145	...	...	...	5	150
...	...	...	...	...	...	60		...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	..	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...
...	...	...	...	...	...	8,555	...	...	...	...	...	...	.	...	...	...	...
...	...	...	...	...	...	1,586	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...	...	.	...	...	...	...
967	1,672	20,150	...	...	50	15,403	..	...	...	...	...	501	.	...	...	...	501
589	3	5,904	...	...	79	3,702	..	...	...	...	...	335	...	...	...	...	335
...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
1,556	1,675	26,054	...	...	129	29,306	...	...	...	...	...	836	..	...	...	...	836
4,973	2,108	2,17,850	1,576	.	8,761	1,67,317	64	4,723	4,742	3,651	7,140	18,562	...	8,194	623	366	34,885

with the expenditure shewn in Column 3 of General Table IV.
and 7c, respectively, of General Table IV, and the Local Fund and Municipal expenditure of Native States, should be excluded.
be shewn only in columns 16, 31 and 32 and not in the other columns.

EDUCATION—GENERAL, TABLE VII.—(Concluded.)

Objects of Expenditure.	Expenditure of Municipal Boards on Public Instruction.—(concld.) In Institutions managed by— The Government.	Local Fund Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
	28	29	30	31	32	33
Arts Colleges.	Rs	Rs.	Rs.	Rs.	Rs.	
University Education. — English	...	...	1,500	1,500	1,500	
Total ..	...	...	1,500	1,500	1,500	
Secondary Schools.						
School Education, General. — For Boys... High Schools ...	2,684	...	1,776	4,460	4,460	
For Boys... Middle Schools. English ...	14,407	...	4,375	23,465	26,154	
For Boys... Middle Schools. Vernacular ...	4,533	...	150	7,121	46,926	
For Girls... Middle Schools. English ...	...	...	400	400	400	
For Girls... Middle Schools. Vernacular ..	256	...	43	299	299	
Total ...	21,880	...	6,744	35,745	78,239	
Primary Schools.						
For Boys	11,150	...	4,493	23,486	1,12,743	
For Girls	2,007	...	1,448	6,072	12,044	
Total ...	13,157	...	5,941	29,558	1,24,787	
Schools for Special Instruction.						
School Education, Special. — Training Schools for Masters ..	...	...	...	...	...	
Training Schools for Mistresses ...	...	...	...	...	...	
Schools of Arts	...	...	...	...	...	
Engineering and Surveying Schools ..	...	...	...	...	...	
Industrial Schools	...	...	...	145	433	
Other Schools	...	...	...	...	...	
Total ...	...	...	...	145	433	
Inspection	...	...	...	...	60	
Scholarship held in — Arts Colleges	...	...	...	...	...	
Professional Colleges	...	...	...	...	...	
Secondary Schools	...	...	...	593	9,150	
Primary Schools	...	...	...	781	2,367	
Special Schools other than Training Schools	...	...	...	...	...	
Buildings	1,760	...	1,012	3,273	18,676	
Furniture and Apparatus, (special grants only).	432	379	...	1,146	4,848	
Miscellaneous	...	...	...	...	...	
Total ...	2,192	379	1,012	5,795	35,101	
GRAND TOTAL ...	37,229	379	15,197	72,743	2,40,060	

EDUCATION—SUBSIDIARY TABLE No. II.—(FOR EUROPEANS ONLY.)

Abstract Return of Expenditure on European Institutions in the Central Provinces, for the official year 1891-92.

	Total, Direct Expenditure.				Total, Indirect Expenditure.			Total Expenditure.	Remarks.
	University Education.	School Education, General.		Total.	Scholarships.	Buildings.	Total.		
	Arts Colleges.	Secondary Schools.	Primary Schools.						
1	2	3	4	5	6	7	8	9	10
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions ... For Males	...	12,816	12,453	25,269	909	300	1,209	26,478	
Institutions ... For Females	...	8,246	15,636	23,882	116	450	566	24,448	
Total ...	...	21,062	28,089	49,151	1,025	750	1,775	50,926	
(a). Percentages of Provincial Expenditure included in columns 2—8, to Total Provincial Expenditure on European Institutions	...	41·33	53·83	95·16	4·84	...	4·84	100	
(b). Do. do. to Municipal Expenditure ...	...	45·34	54·66	100	...	...	...	100	
(c). Do. do. to Total Expenditure ...	...	41·36	55·16	96·52	2·01	1·47	3·48	100	
		Rs. a. p.	Rs. a. p.	Rs. a. p.					
Average Annual cost of educating each pupil ...	...	80 6 2	41 7 10	52 5 6					
Aided Institutions ... Cost of Provincial Revenues ..	...	33 7 0	16 13 7	21 7 8					
Aided Institutions ... Cost of Municipal Funds ...	...	4 15 4	2 5 2	3 0 10					
Total ...	...	80 6 2	41 7 10	52 5 6					

EDUCATION—SUBSIDIARY, TABLE No. III—(FOR EUROPEANS ONLY).

Return of European Schools and Scholars in the Central Provinces, for the official year 1891-92.

		Public Institutions.								Grand Total of Public Institutions.	Grand Total of Scholars on 31st March.	Number of Scholars on 31st March, learning.			Remarks.
		Under Private management.													
		Aided by the Department, Local Fund or Municipal Board.				Unaided.									
		Number of Institutions.	Number of Scholars on rolls on the 31st March 1892.	Average number on rolls monthly, during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on rolls on the 31st March 1892.	Average number on rolls monthly, during the year.	Average daily attendance.			English.	A Classical language.	A Vernacular language.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15
COLLEGES.															
Secondary Schools.															
ENGLISH.															
School Education, General. For Boys... High schools ...		1	22	18	15	...	...	...	...	1	22	22	22	...	
For Boys... Middle schools .		4	136	140	111	...	...	...	...	4	136	136	89	47	
For Girls—Middle schools ...		4	95	134	87	...	...	...	...	4	95	95	63	17	
Total ...		9	253	262	213	...	...	...	..	9	253	253	174	64	
Primary Schools.															
For Boys ...		5	270	280	223	1	22	14	11	6	292	292	...	...	
For Girls ...		6	436	397	339	1	12	15	15	7	448	448	27	18	Girls in boys' schools—67.
Total ...		11	706	677	562	2	34	29	26	13	740	740	27	18	Boys in girls' schools—105.
TOTAL OF SCHOOLS OF PUBLIC INSTITUTIONS. ...		20	959	939	775	2	34	29	26	22	993	993	201	82	

EDUCATION—SUBSIDIARY TABLE No. IV.—(FOR EUROPEANS ONLY).

Return of Expenditure on European Institutions in the Central Provinces for the official year 1891-92.

Objects of Expenditure.	Public Institutions.										Total of Expenditure from—				Grand Total.	Remarks.
	Under Private management.															
	Aided by the Department.						Unaided.									
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.		
1	2a	2b	2c	2d	2e	2	3a	3b	3c	3	4a	4b	4c	4d	4	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	R.	Rs.	Rs.	Rs.	Rs.	
Secondary Schools, English—																
For Boys ... High Schools ..	800	...	199	196	466	1,661	...	...	...	...	800	...	199	662	1,661	
For Boys ... Middle „ ...	4,600	900	1,999	1,707	1,949	11,155	...	...	...	...	4 600	900	1,999	3.656	11,155	
For Girls ... Do. „ ...	3,360	400	1,753	315	2,418	8,246	...	...	...	...	3,360	400	1,753	2,733	8,246	
Total ...	8,760	1,300	3,951	2,218	4,833	21,062	...	...	...	...	8,760	1,300	3,951	7,051	21,062	
Primary Schools, English—																
For Boys	5,551	947	1,517	2,717	1,721	12,453	...	...	...	...	5,551	947	1,517	4,438	12,453	
For Girls	5,858	620	4,059	4,199	900	15,636	...	...	...	...	5,858	620	4,059	5,099	15,636	
Total ...	11,409	1,567	5,576	6,916	2,621	28,089	...	...	...	...	11,409	1,567	5,576	9,537	28,089	
Scholarship in Secondary Schools...	400	...	...	...	...	400	...	...	...	...	400	...	...	...	400	
Do. Primary „ ...	625	...	...	..	...	625	...	...	...	...	625	...	...	...	625	
Buildings ... „ ...	...	...	...	100	650	750	...	...	...	...	...	...	...	750	750	
Total ...	1,025	...	...	100	650	1,775	...	...	...	...	1,025	...	...	750	1,775	
TOTAL EXPENDITURE ON EUROPEAN INSTITUTIONS.	21,194	2,867	9,527	9,234	8,104	50,926	...	...	...	...	21,194	2,867	9,527	17,338	50,926	

EDUCATION—SUBSIDIARY TABLE No. V.—(FOR EUROPEANS ONLY).

Return of the Stages of Instruction of pupils in Public Schools for General Education in the European Schools of the Central Provinces for the official year 1891-92.

Class of Schools.	Number of Schools.	Number of Pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading printed books.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.																				
For Boys ... Aided, English ...	5	158	22	..	22	121	15	136	...	...	...	...	...	...	...	...	...	143	15	158
Total ...	5	158	22	...	22	121	15	136	...	...	...	...	...	...	...	..	...	143	15	158
For Girls ... Aided, English ...	4	95	...	...	...	...	95	95	...	...	...	...	...	...	...	...	...	...	95	95
Total ...	4	95	...	...	...	...	95	95	...	...	...	...	...	...	...	...	...	...	95	95
TOTAL, SECONDARY SCHOOLS ...	9	253	22	...	22	121	110	231	...	...	...	...	...	...	...	...	...	143	110	253
PRIMARY SCHOOLS.																				
For Boys ... Aided ...	5	270	...	...	...	...	...	...	79	12	91	145	24	169	4	6	10	228	42	270
For Boys ... Unaided	1	22	...	...	...	...	...	...	...	...	...	12	10	22	...	...	...	12	10	22
Total ...	6	292	...	...	...	...	...	...	79	12	91	157	34	191	4	6	10	240	52	292
For Girls ... Aided	6	436	...	...	...	...	...	...	28	92	120	30	145	175	42	99	141	100	336	436
For Girls ... Unaided	1	12	...	...	..	...	...	...	4	7	11	1	..	1	...	...	...	5	7	12
Total ...	7	448	...	...	...	...	...	...	32	99	131	31	145	176	42	99	141	105	343	448
TOTAL, PRIMARY SCHOOLS ...	13	740	...	...	...	...	...	...	111	111	222	188	179	367	46	105	151	345	395	740
GRAND TOTAL ...	22	993	22	..	22	121	110	231	111	111	222	188	179	367	46	105	151	488	505	993

NOTE.—The number of girls shown in this Table should correspond with the number returned under Primary and Secondary Schools, in Form No. III. Mixed schools should be entered as boys' schools or girls' schools, according as the number of boys or of girls, is greater.

APPENDICES.

Appendix A.

Nagpur, the 18th April 1892.

No. 2366.—The following rules regarding School and College Scholarships have been approved by the Chief Commissioner, in supersession of all previous rules on the subject, and are published for general information: they shall take effect from the date of of this Notification*:—

1. All natives of India, within the meaning of 33 Victoria, Chapter III, Section 6, are eligible for the following classes of scholarships: provided that, until further orders, school scholarships held by females shall only be tenable in schools for females.

Kinds of scholarships.

2. The scholarships tenable under these rules are of seven kinds, *viz*:—

(1) Middle School scholarships—Ordinary.
(2) Middle School scholarships—Special.
(3) High School scholarships.
(4) College scholarships—Junior.
(5) Do. do. Senior.
(6) Graduates' scholarships.
(7) Girls' Special scholarships.

Middle School Scholarships—Ordinary.

Method of award; value, and distribution of Middle School scholarships.

3. Seventy-six Middle School scholarships, as noted below, are given, annually, on the results of the Upper Primary examination, and are of the value of Rs. 4 per mensem each:—

Zila.	Annual number of scholarships for competition.
Nagpur	8
Bhandara	4
Wardha	6
Chhindwara	4
Betul	4
Chanda	4
Balaghat	2
Seoni	3
Saugor	4
Jubbulpore	4
Damoh	4
Narsinghpur	4
Hoshangabad	4
Nimar	4
Mandla	2
Bilaspur	3
Sambalpur	4
Raipur	8
Total ...	76

Middle School scholarships, where and for what period tenable.

4. Middle School scholarships are tenable (1) for 4 years in a recognized Anglo-Vernacular 1st grade Middle school, or (2) for 3 years in a recognized Anglo-Vernacular 2nd grade Middle school and 1 year in a recognized Anglo-Vernacular 1st grade Middle school.

Conditions of award of Middle School scholarships.

5. No student is eligible for a Middle School scholarship—

(1) whose age exceeds 13 years on the date of the commencement of the examination;

(2) who has not resided in the Central Provinces for 2 years previous to the date of the commencement of the examination.

*NOTE.—Besides the scholarships for which rules are now published, there are separate scholarships for Europeans tenable under the Code for European Schools, and special Technical scholarships, *e. g.*, the Armstrong Scholarship, the rules for which may be obtained from the Inspector-General of Education.

Marks to be obtained by candidates for Middle School scholarships.

6. To be eligible for a Middle School scholarship, a candidate must obtain, at least, 33 per cent. of the maximum marks in Language, and 33 per cent. of the maximum marks in Arithmetic. In the remaining subjects, credit will be given for all marks obtained. Under these conditions, the scholarships will be awarded according to the aggregate number of marks gained by each candidate : provided that, when the marks are equal, or nearly so, preference will be given to students who obtain the highest marks in drawing.

Middle school Scholarships—Special.

Middle School scholarships—Special, where and for what period tenable.

7. Middle School scholarships—Special are attached to certain recognized Anglo-Vernacular 2nd grade Middle schools, one scholarship to each school, and are tenable in any recognized Anglo-Vernacular 1st grade Middle school. These scholarships are tenable for one year, from the 1st April, or the date on which the scholarship-holder joins a 1st grade Anglo-Vernacular Middle School, which must not be later than the end of the Midsummer vacation.

Value of Middle School scholarships—Special, and how awarded.

8. Middle School scholarships—Special are of the value of Rs. 4 per mensem each, and are awarded on the results of the annual examination, by an Inspector of Schools, of each Anglo-Vernacular 2nd grade Middle school : provided that, when the marks are equal, or nearly so, preference will be given to candidates who obtain the highest marks in drawing.

Conditions of award of Middle School scholarships—Special.

9. No candidate can obtain a Middle School scholarship Special—

(1) whose age exceeds 15 years on the date of the commencement of the examination ;

(2) who has not resided in the Central Provinces for, at least, 2 years previous to the date of the commencement of the examination.

High School Scholarships.

Number of High School scholarships, and how awarded; place and period of tenure; marks to be obtained.

10. Forty-five High School scholarships are awarded, annually, on the results of the Middle School examination, and are tenable for 2 years in any recognized High School. The scholarships are given to the candidates who obtain the highest marks in that examination : provided that, one half of the maximum marks in the compulsory subjects must be obtained in order to entitle a candidate to a scholarship, and that, when the difference in marks between competitors is less than 10, preference will be given to those who obtain the highest marks in drawing.

Conditions of award of High School scholarships.

11. No student can obtain a High School scholarship—

(1) whose age exceeds 17 years on the date of the commencement of the examination ;

(2) who has not resided in the Central Provinces for, at least, 2 years previous to the date of the commencement of the examination.

Value of High School scholarships.

12. High School scholarships are of the value of Rs. 5, Rs. 6, Rs. 7 and Rs. 8 per mensem. A High School scholarship-holder joining an institution situated in a town in which his parents or guardians reside will receive, if he has passed the Middle School examination in the First class, Rs. 6 ; if in the Second class, Rs. 5. A High School scholarship-holder joining an institution situated in a town in which his parents or guardians do not reside will receive, if he has passed the Middle School examination in the First class, Rs. 8 ; if in the Second class, Rs. 7.

College Scholarships—Juinor.

Number of College scholarships—Junior ; how awarded ; place and period of tenure.

13. Twenty-eight College scholarships—Junior are awarded, annually, on the results of the *Matriculation Examination of any Indian University. Of these, eight are tenable for 2 years in any College of Arts, Medicine, Engineering, or Superior School of Art, such as the Bombay School of Art, by students who have passed the Matriculation Examination not lower than the 2nd grade. The remaining twenty are tenable for the periods and in the institutions mentioned below only :—

			Years.
4 in the Engineering Class, Nagpur	...	...	2
4 in the Agricultural Class, Nagpur	...	...	2
2 in any Superior School of Art, such as the Bombay School of Art		...	2
10 in the Patna Medical School	...	...	3, and

for such period as the scholarship-holder may spend in a local hospital before proceeding to Patna.

*NOTE.—Information regarding the regulations of the Patna Medical School can be obtained on application to the Inspector-General of Education.

*Should the full number of scholarships tenable in the Patna Medical School not be taken up by candidates who have passed the Matriculation Examination, applications will be entertained, until further orders, from candidates who have appeared for that examination, but failed to pass it.

Value of College scholarships—Junior.

14. Such of the College scholarships—Junior as are tenable in a College of Arts, in the Engineering or Agricultural Class, Nagpur, or in any Superior School of Art, are of the value of Rs. 7 and Rs. 10 per mensem each. A holder of any of the above scholarships will receive, if he joins a College situated in a town in which his parents or guardians reside, Rs. 7 per mensem; if he joins a College situated in a town in which his parents or guardians do not reside, Rs. 10 per mensem. College scholarships—Junior, tenable in the Patna Medical School, are of the value of Rs. 6 for one year, or for such period as the scholarship-holder may spend in a local hospital; and Rs. 8, 9 and 10 for the first, second and third years, respectively, of the period of training in the Patna Medical School.

Conditions of award of College scholarships—Junior.

15. No student is eligible for a College scholarship—Junior—

(1) whose age exceeds 19 years on the date of the commencement of the Matriculation Examination;

(2) who has not resided in the Central Provinces for 2 years previous to the date of the commencement of the Matriculation Examination.

College Scholarships—Senior.

Number of College scholarships—Senior; how awarded; place and period of tenure.

16. Eight College scholarships—Senior are awarded, annually, on the results of the F. A. Examination of any Indian University. Of these, four are tenable for 2 years in any College of Arts, Law, Medicine, Engineering, or Superior School of Art. The remaining four are tenable for the periods and in the institutions mentioned below only:—

	Years.
2 in any College of Engineering or Superior School of Art, such as the Bombay School of Art	2
2 in any College of Medicine	2 or,

with the *express sanction of the Chief Commissioner, for such further period as may, in the circumstances of the particular case, be desirable to enable the scholarship-holder to complete his course of study of Medicine.

N. B.—If both the scholarships reserved as above for Medicine are not taken up, one of them may be awarded for Engineering or School of Art.

Value of College scholarships—Senior.

17. College scholarships—Senior are of the value of Rs. 10 and Rs. 15 per mensem each. A scholarship-holder will receive, if he joins an institution situated in a town in which his parents or guardians reside, Rs. 10 per mensem; if he joins an institution situated in a town in which his parents or guardians do not reside, Rs. 15 per mensem.

18. No candidate will be eligible for a College scholarship—Senior—

(1) whose age exceeds 21 years on the date of the commencement of the examination;

(2) who has not resided in the Central Provinces for two years previous to the date of the commencement of the Matriculation Examination.

Graduates' Scholarships.

Number of Graduates' scholarships; how awarded; place and period of tenure.

19. Three Graduates' scholarships are for the present awarded, annually, on the results of the B. A. Examination of any Indian University, and are tenable for the periods and in the institutions mentioned below:—

(*a*) One, in any College of Medicine, for 2 years, or, with the *express sanction of the Chief Commissioner, for such further period as may, in the circumstances of the particular case, be desirable to enable the scholarship-holder to complete his course of study.

(*b*) One, in any College of Engineering, for two years.

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*This sanction will only be given when the student's parent or guardian has entered into a bond binding himself to recoup the Government for the expenditure it may incur under this rule, in case the student declines to take service under the Government, if so required.

(c) One, tenable in any College of Arts, for 2 years, by candidates who wish to study for the degree of Bachelor of Science in the University of Bombay, or for the M. A. degree in Natural and Physical Science of the Allahabad or the Calcutta University.

Value of Graduates' Scholarships.

20. Graduates' scholarships are of the value of Rs. 14 and Rs. 20 per mensem each. A scholarship-holder will receive, if he joins a College situated in a town in which his parents or guardians reside, Rs. 14 per mensem; if he joins a College situated in a town in which his parents or guardians do not reside, Rs. 20 per mensem.

Age limit for Graduates' scholarships.

21. No candidate is eligible for a Graduates' scholarship—

(1) whose age exceeds 23 years on the date of the commencement of the B. A. Examination;

(2) who has not resided in the Central Provinces for 2 years previous to the date of the commencement of the Matriculation Examination.

Gymnastics.

22. Every scholarship tenable under the above rules, except Graduates' scholarships and scholarships held by females, will be granted subject to the condition that the holder shall pass, within such time as may be fixed by the Inspector-General of Education, a further examination in gymnastics, the standards of which will be fixed by that officer. The examination will be conducted, in the case of Senior College, Junior College and High School scholarships, by an Inspector of Schools; and in the case of Middle School scholarships—Special, and Middle School scholarships, by a Deputy Inspector of Schools. Candidates who are certified by a Medical Officer of Government to be physically incapable of practising gymnastics may be exempted from this examination by the Inspector-General of Education.

Certificate of character.

23. All candidates for any of the scholarships tenable under the above rules will be required to submit, to the Inspector-General of Education a certificate, from the Head of the Institution in which they last studied, as to their moral character and general conduct. No scholarships will be given unless the certificate is satisfactory.

Annual report on Scholarship-holders.

24. At the end of each year of the period during which any scholarship is tenable under the above rules, the Head of the Institution concerned will forward to the Inspector-General of Education a report on the candidate's general conduct and on the progress that he has made in his studies, and a statement showing the number of days for which he has attended the institution during the year. If the report is satisfactory, the scholarship is renewable for another year by the Inspector-General of Education.

Girls' Special Scholarships.

25. Girls' Special scholarships are attached to certain schools, and are usually held by girls who assist as monitors. They are given by selection, the conditions being:—

(1). No girl is eligible for a scholarship who has not passed the Lower Primary Examination.

(2). No girl can continue to hold a scholarship after she has attained the age of 14 years, except by the special permission of an Inspector of Schools.

Vaccination.

26. No candidate will be eligible for any of the scholarships tenable under the above rules who has not been vaccinated or is not certified to be otherwise protected from small-pox.

No scholarship to be held in conjunction with another scholarship.

27. No student can hold any of the scholarships tenable under the above rules, in conjunction with any other scholarship.

Forfeiture of scholarships.

28. All scholarships tenable under the above rules are liable to withdrawal by the Inspector-General of Education, at any time, for misconduct or continued absence, and at the end of the year for which the scholarship is tenable, if a student is reported not to have made satisfactory progress in his or her studies.

Appendix B.

Dated Nagpur, the 15th October 1891.

No. 7230.—*The Chief Commissioner is pleased to sanction the following Rules regarding the Middle School Examination, to come into effect from the 1st November* 1891:—

Objects of the examination.

1. The objects of the Middle School Examination are to regulate promotion into a High School, to test the fitness of candidates for admission into Government service, or service under a Local Body, for appointments ranging between Rs. 15 and Rs. 30 per mensem in value; to determine the award of High School scholarships, and generally to encourage and promote lower secondary education.

When and where held.

2. The examination shall be held, annually, in the first fortnight of March, on such days and at such stations as may be fixed by the Inspector-General of Education.

The examination to whom open.

3. The examination is open :—

(*a*). To all pupils of the 4th English class of Government, Board, or aided schools, unless the latter are specially reported by the Inspector of Schools not to comply with the conditions of Notification of the Chief Commissioner No. 4767, dated August 1st 1890, Section B, article 5, and also to all pupils of the 4th English Class of unaided schools, provided that the schools from which the latter appear are recognized by the Inspector-General of Education as satisfying the following conditions :—

(1). That their curriculum is in general accordance with the curriculum of Government or aided schools.

(2). That reasonable fees are levied.

(3). That the school is provided with an adequate staff of teachers and a suitable building.

The above candidates are referred to in this notification as "pupils."

(*b*). To such other persons, whose age does not exceed 25 years, as may be permitted to appear for the examination, with the express sanction of the Inspector of Schools.

Such candidates are referred to as "private students."

NOTE.—Subject to the conditions applicable under this rule to the classes of schools from which they severally appear, pupils of the 3rd English class of a Government, Board, aided or unaided school, may appear for the examination, with the sanction of the Inspector-General of Education.

Application for admission to the examination.

4. Application for admission to the examination shall be made to the Inspector of Schools, before the 30th November in each year, in the form appended, and shall be accompanied by a certificate signed, in the case of "pupils" by the Head Master concerned, and in the case of "private students" by two respectable house holders, residents of the town in which the candidate is living.

Conditions of admission to the examination.

5. (1). To be admitted as "pupils," candidates must, unless specially exempted from the operation of this rule by the Inspector-General, have had their names on the rolls of the institution from which they appear, in the month of July preceding the date of the commencement of the examination; must have been in attendance up to that date, unless prevented by sickness or some other unavoidable reason; and must have paid the fees due to the school that they attend, in full.

(2). No candidate whose name was on the rolls of a school, within 90 days of the date of the commencement of the examination, can appear as a "private student" without the express sanction of the Inspector of Schools.

Fees.

6. The fee to be paid by "pupils" is Rs. 3, and by "private students" Rs. 6.

Fees how to be paid.

7. In the case of "pupils," their fees will be paid into the nearest treasury by the Head of the institution concerned, who will forward the chalan with their applications to the Inspector of Schools, for transmission to the Inspector-General of Education. "Private students" will pay the fees themselves into the treasury, forwarding the chalan, with the the application, as above.

8. Application for recognition, in the case of unaided schools, shall be made to the Inspector-General of Education, through the Inspector of Schools.

Application for recognition.

Subjects of examination.

9. The examination shall comprise the following subjects :—

COMPULSORY SUBJECTS.

Branch I.—Language.

1.—Handwriting and spelling.

A.—English.

(i). Handwriting—writing out in a clear round hand a passage of 5 lines from a printed paper—30 marks.

(ii). Spelling—Dictation of 15 lines from a passage equal in difficulty to a passage from the Reader in use in the 4th English class of a Government school—20 marks.

B.—Vernacular.

(i) Handwriting—writing out in a clear round hand a passage of 5 lines from a printed paper—30 marks.

(ii) Spelling—writing from dictation a passage equal in difficulty to a passage from the Vernacular Reader in use in the 4th English class of a Government school—20 marks.

(2). Translation of easy passages of the candidate's vernacular into English—60 marks.

(3). Translation of easy passages of English into the candidate's vernacular—40 marks.

(4). English Grammar and composition—as in the 4th English class of a Government school—50 marks.

(5). Vernacular Grammar and composition—as above—30 marks.

Branch II.—Mathematics.

(1). Arithmetic—as in the 4th English class of a Government school—80 marks.

(2). Euclid—as above—40 marks.

N. B.—After the 1st April 1892, the whole of the First Book will be taken up.

(3). Algebra—as in the 4th English class of a Government school—40 marks.

Branch III.—Geography.

The outlines of the Geography of the World, with map-drawing. There must be special and more minute acquaintance with the Geography of the Central Provinces and India—50 marks.

Branch IV.—Physical Science.

Balfour Stewart's Primer, from the beginning to page 59, and from page 76 to page 87—50 marks.

Optional Subjects.

(1). History—The outlines of the History of India—50 marks.

(2). Drawing—Free-hand, model, and geometrical—as in the 4th English class of a Government school—50 marks.

(3). Manual Training—as above—50 marks.

(4). (*a*). Mensuration—14 chapters of Todhunter's Mensuration for beginners—25 marks.

(*b*). Surveying—with plane table and cross staff—25 marks.

(5). Mercantile arithmetic and commercial correspondence—as in the 4th English class of a Government school—50 marks.

N. B.—Not more than three optional subjects can be taken up.

Qualifying marks.

10. In order to pass the examination, candidates must obtain 40 per cent. of the maximum number of marks in Branch (I) and 33 per cent. of the maximum number of marks in Branches (II), (III) and (IV). Successful candidates will be arranged in three classes. The 1st class will consist of those who have obtained 50 per cent., the 2nd class of those who have obtained between 40 and 50 per cent., and the 3rd class of those who have obtained more than 30 per cent. and less than 40 per cent., of the aggregate number of marks in both the compulsory and optional subjects.

Certificates.

11. Certificates signed by the Inspector-General of Education shall be issued to successful candidates.

Value of certificates.

12. (1). Candidates who obtain certificates will, if within the prescribed age, be eligible for admission into the Revenue and Judicial branches of the Government service, or service under a Local body, for appointments ranging between Rs. 15 and Rs. 30 per mensem in value.

(2). No candidate will be eligible for admission into a High school unless he obtains a certificate, except with the express sanction of the Inspector-General of Education, which will only be given in rare cases.

(3). The examination is also the general education test for Teachers' certificates of the Primary grade, 1st class.

High School scholarships.

13. High School scholarships are awarded to pupils on the results of the examination, subject to the Scholarship rules.

Prizes awarded on the results of the examination.

14. Ten prizes of Rs. 5 each, are awarded for the candidates who obtain the highest marks in each of the following subjects :—

(1). Free-hand drawing ;

(2). Model drawing ;

(3). Geometrical drawing ;

and 30 prizes of Rs. 5 each, for the candidates who obtain the highest marks in Physical science.

Students not to pass the examination more than once.

15. No student who has once passed the examination can appear again for it.

Vaccination.

16. No student who is not vaccinated, or otherwise protected from small-pox, can appear for the examination.

APPENDIX.

Form of Application for admission to the Examination.

I, a pupil of the.....School (or private student*), have the honour to forward a chalan for Rs.....paid by me into the.....Treasury, and beg to be permitted to appear for the next Middle School Examination to be held at .....My vernacular is.....My age is..... years.....months.

I have.....†.....appeared at this examination. I wish to be examined in the following optional subjects.....

I have been vaccinated or otherwise protected from small-pox.

‡ I am not a student of any recognized school in the Central Provinces.

Dated

The 189 (Signed)

Certificate of Head Master.

I believe the statements made in the above application to be correct. The character and general conduct of the applicant have been... ..... His name has been on the rolls of this school from the.....of.....189...

Dated

The 189 (Signed)

Head Master, School.

Certificate of house-holders. ‡

We have seen the Janmapatra of....., and we believe the statements made in the above application to be correct. He has resided in the Central Provinces for two years. We believe him to be of good moral character.

Dated (Signed)

The 189 (Signed)

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* As the case may be.
† Here enter "not," "once" or "twice," as the case may be.
‡ For private students only.

Appendix C.

Work of the Deputy and Joint Inspectors of Schools in the Central Provinces for the official year 1891-92.

District.	Name of Deputy Inspector.	Salary.	Number of days on tour.	Number of days at Head-quarters.	Area of the district in square miles.	Miles travelled by road.	Miles travelled by rail.	Number of inspections.	Remarks.
	Southern Circle.	Rs.							
Nagpur ...	Mr. Hari Shridhar ...	200	94	76	3,786	707	364	79	
	„ Nago Rao ...	125	137	59		969	318	104	
Chanda ...	„ Govind Rao Bapat ...	200	270	96	10,785	2,160	28	227	
Sironcha ...	„ D. Rangabha Shium ...	*50	74	292		1,028	...	66	* Yearly allowance.
Balaghat	„ Rahimat Ali ...	125	57	51	3,145	421	...	49	
	„ Behari Lal ...	125	10	34		63	...	16	
	„ Gopal Permanand ...	66	150	64		1,151	...	122	
Bhandara ...	„ Gopal Sitaram ...	80	277	89	3,922	1,761	952	293	
Wardha ...	„ Jageshwar Bapuji ...	100	251	106	2,401	1,758	996	198	4 days on casual leave. 3 „ Examination leave. 2 „ for Mr. Spence's Examination.
Betul ...	„ Kedarnath ...	150	242	124	3,905	2,007	...	187	
Chhindwara ...	„ Govind Rao Bobde ..	80	253	112	3,915	2,056	...	159	1 day on casual leave.
Seoni ...	„ Jeorakhan Lal ..	100	282	84	3,243	2,289	...	209	
	Northern Circle.								
Saugor ...	„ Hira Lal ...	80	281	85	4,005	1,832	2610	244	
Narsinghpur	„ Nago Rao ...	125	88	75	1,916	616	468	85	
	„ Behari Lal ...	125	159	44		915	593	133	
Hoshangabad	„ Gajadhar Prasad ...	100	189	117	4,692	997	1,298	134	
	„ Raghunath Ganesh ...	80	52	8		141	245	...	
Nimar ...	„ Sadasheo Rao ...	150	230	136	3,340	1,228	1,574	174	
Mandla ...	„ Lal Mohamad ...	80	273	93	4,119	2,021	...	140	
Jubbulpore	„ Kripa Shankar ...	200	187	101	3,918	1,398	1,014	174	15 days' leave.
	„ Raghunath Ganesh ..	80	49	14		228	475	39	
Damoh	„ Behari Lal ...	100	14	26	...	170	...	21	
	„ Hira Lal P. ...	80	23	59	2,799	108	...	16	
	„ Rahimat Ali ...	100	178	66		991	...	110	
	Eastern Circle.								
Raipur ...	„ Jaideo Dixit ...	125	204	159	14,583	2,059	399	247	3 days' casual leave
Drug ...	„ Jai Lal ...	52	293	73		1,328	682	225	
Bilaspur ...	„ Ganpat Lal ...	80	248	18	8,900	1,726	1,091	215	
Sambalpur ...	„ Trilochan Misra ...	80	228	138	1,760	1,510	...	301	
Patna and Kalahandi	„ Ramchandra Behara ...	70	131	103	6,144	772	...	82	
	„ Ganpat Ramchand ...	70	111	21		750	...	70	
Sarangarh	„ Balankeshwar Pani ...	70	158	106	3,654	429	207	69	
	„ Madho Rao ...	70	88	14		266	...	58	

Appendix D.

Dated Nagpur, the 11th November 1891.

No. 7802 —The Chief Commissioner is pleased to sanction the following Rules regarding Teachers' Certificates, in supersession of the rules published in Notification No. 2535, dated the 23rd April 1889.

1. Teachers' certificates are of two kinds :—

(1) Normal certificates.

(2) Ordinary certificates.

2. The grades of Teachers' certificates and the general Education tests of each grade are as follows :—

Collegiate grade	...	The B. A. Examination of any Indian University.
Secondary grade	...	1st Class - the F. A. Examination of any Indian University. 2nd Class - the Matriculation Examination of any Indian University.
Primary grade	...	1st Class—the Middle School Examination. 2nd Class—*the curriculum of the 6th vernacular class of a Government school. 3rd Class—*the curriculum of the 5th vernacular class of a Government school.

3. Normal certificates will be given to candidates who have fulfilled the following conditions :—

(1) Have attended the prescribed course of training in a Normal school and have satisfied the Department of Education that they are by disposition and character qualified to control and instruct a school or class.

(2) Have passed the general Education test prescribed for the grade.

(3) Have passed the special Education test prescribed for the grade in paragraph 5 below.

(4) Have passed in teaching power, in the presence of an Inspector of Schools.

(5) Have passed in hand-writing and reading aloud a passage in the language brought up by the candidate, in the presence of an Inspector of Schools.

(6) Have passed in drill and gymnastics.

4. Ordinary certificates will be given to candidates who have satisfied the following conditions :—

(1) Have passed the general Education test prescribed for the grade, and have satisfied the Department of Education that they are by disposition and character qualified to control and instruct a school or class.

(2) Have passed the special Education test prescribed for the grade in paragaraph 5 below.

(3) Have passed in teaching power, in the presence of an Inspector of Schools.

(4) Have passed in hand-writing and reading aloud a passage in the language brought up by the candidate, in the presence of an Inspector of Schools.

(5) Have passed in drill and gymnastics.

(6) Have served for a year in a school under Government inspection.

N. B.—Officers of the Inspecting agency are exempted from this last condition.

5. The subjects of examination in the principles, history and practice of education are given below :—

COLLEGIATE GRADE.

I.—*Principles of Education.*

A.—Physiology in relation to education.

B.—The science of mind in relation to education.

* NOTE.—History, mensuration, sanitation and drawing are compulsory subjects.

(1) The Faculties, order of development, growth and exercise.

(*a*) The Senses.—

(1) Method of training the senses.

(2) The uses of the Kindergarten system and object lessons.

(*b*) Memory.—

(1) Subjects which exercise memory.

(2) Educational value of memory.

(3) Training of memory.

(*c*) Reason.

(2) The Emotions and the Will, with reference to discipline.

(*a*) Growth and exercise of attention.

(*b*) The formation of habit.

(*c*) Authority and obedience.

(*d*) Educational value of motive.

(*e*) The ends and grounds of punishments and rewards.

(*f*) Discipline of home and school, in relation to the education of the Will.

II.—*History of Education.*

The history of education, with special reference to the educational theories of Rousseau, Pestolozzi, Froebel and Herbert Spencer.

III.—*Practice of Education.*

A.—The organization of a school containing standards from the 1st to the Entrance Class.—

The school-building and its surroundings.

The furniture, apparatus and library.

Time tables.

The classification of pupils and the distribution of the teaching staff, school registers, returns and official correspondence.

B.—Methods of teaching.—

Notes of lessons.

Oral teaching, with or without a text-book, with special reference to the art of questioning, and of bringing home to the pupil the lessons of truthfulness, sobriety, respect for authority, obedience and general morality, which the text-book may suggest.

The best methods of teaching the subjects prescribed in the curriculum for Primary, Middle and High schools.

C.—Discipline.—

The right government of a school, including moral and physical training. The relations of the pupils with their teachers, with each other, and with the public generally; the maintenance of a manly, truthful, obedient and respectful tone; and generally the best methods of maintaining discipline.

IV.—*Extra subjects* (optional, but results to be recorded on certificate).

A.—Physical science (Balfour Stewart's).

B.—Drawing.

C.—Manual training.

SECONDARY GRADE.

The same as for the Collegiate grade, omitting I (*Principles of Education*). Candidates of this grade will be examined on the organization of Primary and Middle schools only, and on the methods of teaching the subjects prescribed in the curriculum for those institutions.

PRIMARY GRADE.

A.—Easy questions on the Kindergarten system.

B.—Questions on the best method of teaching, reading, spelling, grammar, writing, arithmetic, geography, drawing and object lessons in a primary school.

C.—Questions on the art of oral teaching generally.

D.—Questions on the form of school registers, the mode of keeping them and making returns from them.

E.—To write notes on a lesson on a given subject.

F.—Questions on the organization of a primary school, and proof of ability to maintain order and inculcate principles of truthfulness, obedience and general morality.

6. The course of training in each grade or class shall be one year.

7. Promotion in the case of Deputy Inspectors and Teachers of Government and Board institutions will mainly depend on the possession of Teachers' certificates, preference being given to Normal certificates.

8. In the case of aided schools, regard will be had, in regulating the annual grant, to the question whether a fair proportion of the teachers possess Teachers' certificates, preference being given to Normal certificates.

9. In case of misconduct or continued inefficiency, the Inspector-General of Education may, after due enquiry, withdraw or suspend Normal or Ordinary certificates.

10. The Examinations for Teachers' certificates shall be held on such dates as may be fixed annually by the Inspector-General of Education.

NOTE:—Text-books recommended:—

Compayre's History of Pedagogy.
Landon's school management.
Bain's Education as a Science.
Herbert Spencer's Education.
The Teacher's manual of the science and art of teaching.
Fitch's Lectures on teaching.
Shireff's Kindergarten principles of Froebel.
Spence's Hand-book of school management.
Bicks' Hand and Eye training.

Appendix E.

Comparative Statement of the Education of Girls in the Central Provinces.

Class of Schools.	Schools.		Scholars.		Average daily attendance.		Expenditure from Provincial Revenues.		Expenditure from Cess and other sources.		Expenditure from Total.		Total cost of educating each pupil.		Cost to Provincial Revenues.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
Secondary Schools—							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Vernacular Schools..	1	1	105	92	89	75	312	342	313	256	625	598	6 1 1	6 2 7	3 0 6	3 8 5
Aided { English ...	5	5	105	102	100	93	3,173	3,510	4,535	5,229	7,708	8,739	72 0 7	78 11 8	29 10 6	31 9 10
Aided { Vernacular ...	1	2	28	84	22	49	82	196	9	45	91	241	2 13 6	2 12 10	2 9 0	2 4 5
Total ...	7	8	238	278	211	217	3,567	4,048	4,857	5,530	8,424	9,578	34 12 11	32 9 3	14 11 10	13 12 3
Primary Schools—																
Government Vernacular Schools..	29	26	1,195	1,092	710	637	10,575	10,441	2,755	2,071	13,330	12,512	11 6 11	12 0 8	9 1 1	10 0 9
Local Fund and Municipal Vernacular Schools ...	36	41	1,646	1,859	1,087	1,183	1,168	708	6,538	8,506	7,706	9,214	4 13 3	5 1 8	0 11 9	0 6 2
Native States Vernacular ...	4	6	183	227	94	120	...	...	452	763	452	763	2 9 10	3 4 10	...	...
Aided do. ...	41	48	1,826	1,926	1,180	1,198	4,527	3,514	12,178	12,516	16,705	16,030	9 7 4	8 6 2	2 9 0	1 13 4
Unaided do. ...	12	6	343	154	201	89	...	...	151	247	151	247	0 12 0	1 10 0	...	...
Uided English ...	6	7	368	442	293	345	5,904	5,942	9,636	10,003	15,540	15,945	43 4 7	39 9 1	16 7 2	14 11 11
Anaided do. ...	..	1	...	12	...	15	...	...	...	...	...	...	...	...	...	...
Total ...	128	135	5,561	5,712	3,565	3,587	22,174	20,605	31,710	34,106	53,884	54,711	9 15 10	9 13 2	4 1 9	3 11 2
GRAND TOTAL ...	135	143	5,799	5,990	3,776	,3804	25,741	24,653	36,567	39,636	62,308	64,289	11 0 11	10 15 5	4 9 1	4 3 8